

DOCUMENT RESUME

ED 475 613

EA 032 458

TITLE Fifth Annual Report on School Performance, 2001-2002.
INSTITUTION Edison Project, New York, NY.
PUB DATE 2003-00-00
NOTE 160p.; For the Third Annual Report, see ED 449 573.
AVAILABLE FROM Edison Schools, 521 Fifth Avenue, 11th Floor, New York, NY 10175. Tel: 212-419-1600; Fax: 212-419-1604; Web site: <http://www.edisonschools.com>. For full text: <http://www.edisonschools.com/fifthannualreportpart1.pdf>; <http://www.edisonschools.com/fifthannualreportpart2.pdf>; <http://www.edisonschools.com/fifthannualreportpart3.pdf>.
PUB TYPE Reports - Research (143)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS *Academic Achievement; Achievement Gains; Change Agents; Charter Schools; *Educational Assessment; Educational Change; Educational Experience; Elementary Secondary Education; Nontraditional Education; Parent Participation; Performance; *Proprietary Schools; Public Schools; School Choice; *School Effectiveness; *School Statistics; *School Surveys
IDENTIFIERS *Edison Project; No Child Left Behind Act 2001

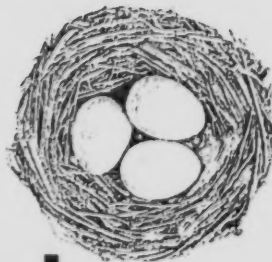
ABSTRACT

This report provides a consolidated public record of the performance of Edison-run schools. Edison agrees to provide annually to each local partner comprehensive information about the operation and outcomes of its local partnership schools. Edison is also required by charter-school laws to report on its partnership schools. This report includes student performance information on every Edison school under Edison management as of the end of the 2001-02 school year. Also included are school profiles, which report the achievement history of each school from the year the school came under Edison's management through the 2001-02 school year. The rules for calculating achievement trends and selecting schools for inclusion in the various analyses in the report are detailed in six appendices. The report is organized into the following sections: "Key Initiatives 2002-2003"; "Evaluating Edison Schools"; "Starting School Right: Putting the Edison Design in Place"; "Implementing the School Design"; "Raising Student Achievement"; "The Achievement Gap"; "No Child Left Behind"; "Customer Satisfaction"; "Conclusion"; and "Individual School Reports." The report contains many tables, charts, and graphs to supplement the text. (WFA)

Fifth Annual Report on School Performance 2001-2002

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In the summer of 2000, RAND began an independent evaluation of Edison Schools, examining student achievement outcomes as well as the implementation of Edison's academic program in a variety of its schools around the country. When that evaluation is complete in 2004, RAND will release a public report indicating the findings, whether favorable or unfavorable to Edison. RAND does not yet have results to report from its ongoing study.

When Edison contracted with RAND, it sought not only an independent evaluation with published results at the conclusion of the study, but also professional review of Edison's annual report on the academic performance of its schools. Prior to publication, RAND staff examined the data and the text of Edison's *Fifth Annual Report on Student Performance*. RAND staff provided Edison with comments on Edison's analysis and discussion of the data, and Edison revised its report in response to those comments. Where possible, for all tests that are part of statewide accountability systems, RAND staff have confirmed that the achievement data reported for Edison's schools are consistent with data from state sources or from test publishers. Similarly, RAND staff confirmed that the figures Edison reports for the states and districts where it works are consistent with publicly available data. Time constraints precluded a systematic check of the comparison schools analysis (which involved over 1,100 schools).

Edison's report provides a descriptive summary of the publicly available achievement data. The RAND evaluation, to be completed over the next year and a half, will employ methods that go beyond what can be accomplished in an annual report.

RAND

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EXECUTIVE SUMMARY

The mission of Edison Schools is to provide a world-class education for every child. Since 1995, Edison has and continues to pursue this goal by partnering with communities across the country. Big cities, small towns, charter boards, administrators, parents, and concerned citizens have embraced the Edison School Design, resulting in innovative schools that make a difference in the lives, opportunities, and futures of young people, educators, and entire school communities.

As of the 2002–2003 school year, Edison operates 150 public schools in more than 45 cities and 23 states. As this system has grown, so too has Edison's record of performance in opening schools; implementing a comprehensive school design; satisfying parents, teachers, and partners; and, most importantly, raising student achievement. Because our newest schools have just opened and have yet to post new achievement results, this report highlights the performance of schools that were open through the 2001–2002 school year. The record is a strong one:

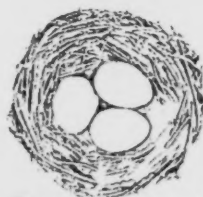
- Eighty-four percent of Edison schools are achieving at higher levels now than when they opened or became Edison schools. In raw numbers this represents 79 out of a total of 94 sites: a clear indicator of Edison's ability to help schools move forward consistently.
- On criterion-referenced tests—tests that gauge the ability of students to achieve specified standards, and increasingly the type of test being used by states to hold schools accountable—Edison schools have, from 1995 to 2002, increased the percentage of students achieving standards by an average of 4.0 percentage points *every year*.
- On norm-referenced tests—tests that gauge the achievement of students relative to their peers nationwide—Edison schools have, from 1995 to 2002, increased the national percentile rank of its students by an average of 4.4 percentiles *every year*.
- Edison schools not only have a strong record of helping more students each year achieve state standards; they have sharply reduced the numbers of students failing state tests altogether. From 1995 to 2002, Edison schools reduced the failure rate on criterion-referenced tests by an average of 3.6 percentage points *every year*.
- Edison's average annual rates of gain are several times the rates of gain in comparable public schools in the districts in which Edison works. Comparing the gain rates of Edison schools to over 1,100 schools with similar levels of economic disadvantage and ethnicity shows Edison schools out-gaining comparable schools by two to three points per year. These differences are statistically significant.
- Edison schools are successfully serving increasing percentages of African-American students. The average percentage of African-American

students in Edison schools has increased from approximately 40 percent during the 1995–1996 school year to 58 percent in 2001–2002. The average annual gain rates of Edison schools with predominantly African-American students (90 percent or higher) are 4.7 percentage points on criterion-referenced tests and 4.4 percentiles on norm-referenced tests, respectively. These gain rates are similar to our national averages and several times the gain rates of the districts and states in which our predominantly African-American schools are located—strong evidence that students in these Edison schools are beginning to bridge the racial achievement gap.

- Edison is also succeeding with schools that have failed to succeed in the past. Edison has been asked to work in a number of schools that, under federal *No Child Left Behind* legislation, “need improvement” based on their inability to make adequate yearly

progress. After becoming Edison schools, these chronically failing schools have posted average annual gain rates of 5.8 percentage points and 4.3 percentiles on criterion- and norm-referenced tests, respectively—several times state and local norms.

- Edison parents are satisfied with our schools; in fact their levels of satisfaction have been well above national averages for seven consecutive years. On average, 85 percent of Edison parents rate their school an “A” or a “B,” with “A” being the most popular grade. Nearly twice as many Edison parents rated their school an “A” as did parents nationwide in a similar survey.
- Edison teachers are satisfied with their careers as Edison teachers. On average, 86 percent of Edison teachers rated their level of career satisfaction as an “A” or “B,” with “A” being the most popular grade.



Edison
Schools

ABOUT THIS REPORT

The purpose of this report, the fifth in an annual series, is to provide a consolidated public record of the performance of Edison schools. Edison agrees, in every contract, to provide each local partner exhaustive annual information about the operation and outcomes of its local partnership school(s). Edison is also required by charter school laws to report thoroughly on its partnership schools. In addition, Edison is strictly accountable to its local partners for the implementation of its school design; the satisfaction of parents, students, and school staff; and the improvement of student achievement.

But it is not only obligation to our partners that motivates us to carefully document the performance of Edison schools. As the nation's largest private provider of public education—Edison now serves more than 110,000 public school students through management of schools for school districts, charter schools, summer and after-school programs, and achievement management solutions for school systems—Edison Schools is a significant force in a broader movement to improve public education. It is our responsibility to take part in the larger dialogue on public education. As the nation's experience with choice and charters grows, we believe it is vital that the public understand how that experience is changing schooling, teaching, and learning. Roughly one-third of Edison schools are charters, some under contract to independent charter boards and some under contract to local school districts. The other two-thirds of Edison schools are under direct contract with school districts. All Edison schools are schools of choice, some enrolled fully on this basis and some giving preference to neighborhood children before others can choose to attend. With this experience,

Edison Schools can provide ample information about the effects of both charters and choice on American education.

To provide as complete a record as possible, this report includes student performance information on every Edison school under Edison management as of the end of the 2001–2002 school year. The information is distilled from end-of-year reports that Edison is obligated by contract to provide to its partners and that are documents of public record. The achievement data is also publicly available on the websites of most state departments of education. We note our data sources on each individual school profile page adjacent to the relevant charts.

The school profiles report the achievement history of each school from the year the school came under Edison's management through the 2001–2002 school year. This historical data permits the analysis of various achievement trends that are presented in this report. The trends include schools that posted test scores for at least two points in time. Most schools that opened in 2001 do not yet have trends, though a few have fall and spring scores for their first year or scores from the year prior to Edison that permit a valid trend to be calculated. The rules for calculating achievement trends and selecting schools for inclusion in the various analyses in this report are detailed in the Appendices.

KEY INITIATIVES 2002–2003

In addition to sustained growth in the number of schools and students we serve, Edison has recently launched several new programs and initiatives designed to strengthen our business practices, our technology program, our training of teachers, the

way we evaluate the progress of our students and our schools, and the services we hope to extend to school districts across the country. A brief summary of each of those initiatives follows.

- * In 2000, Edison commissioned the RAND Corporation to provide an ongoing analysis of Edison's performance in schools. RAND's evaluation is focusing on student achievement but also is examining key elements of our school design: professional development, teacher and principal recruitment, promotion and compensation, and national achievement management systems. RAND's evaluation will be examining achievement data for all Edison schools to provide an objective analysis of the progress Edison students are making. RAND is also conducting intensive case studies in a number of Edison schools to help explain achievement results. In addition, RAND consulted on the development of this annual report and reviewed the data and methods on which it is based (an official statement of its role can be found at the front of this report).

RAND began work on all elements of its analysis in the summer of 2000, with the study originally contracted to span the course of three years. During the 2001–2002 school year, Edison and RAND mutually agreed to extend the study by another year in order to gather and analyze an additional year of achievement data, as well as to better capture the systemic changes and responses Edison makes to better serve its schools and students. As RAND's work continues, it will enable us—and others interested in school reform—to have an independent look at student achievement data as well as school design issues. The study—now scheduled to be released in the summer of 2004—will also pro-

vide perspective on how potentially to improve assessment and achievement planning systems that are vital to school success.

- * More than 2,000 teachers were trained last summer at the **Edison Teaching Academies**, intensive weeklong professional development conferences for all new instructional staff at Edison schools. Edison Teaching Academies provide school staff at new Edison schools and new teachers at existing Edison schools with the opportunity to understand the Edison School Design, prepare for their teaching responsibilities, and build relationships with Edison teachers from other schools in their region. Curriculum training at Edison Teaching Academies provides teachers and other professionals with everything they need to get started, from classroom management to instruction in the various content areas. The Academies also offer novice teacher training for teachers new to the profession and tailored training and preparation for school curriculum coordinators. Six Edison Teaching Academies were held last summer with an additional make-up session held this past October. Edison Teaching Academies ensure that Edison Schools provide high-quality, pre-service training to teachers across the country.

In addition to this pre-service professional development, Edison organized three regional conferences during the fall of 2002 to provide intensive workshops around the alignment of Edison curricula to individual state standards. These **Edison Achievement Academies** were focused on mapping bridges between Edison curricula and state standards, and drafting action plans around closing any gaps that might exist. Sessions were state-specific and covered

topics including alignment, embedding, threading, data analysis, accommodations, and roles and responsibilities. These sessions allowed teachers to develop their schools' comprehensive Student Achievement Plans to a degree of specificity that did not exist previously and better prepared teachers to design more appropriate lesson plans around their states' standards.

- * Since 1999, Edison has invested substantial resources into developing a world-class assessment tool that would provide teachers the standards-based data necessary for adjusting instruction to best meet the diverse needs of their students on an ongoing basis. The result of this significant investment of time, funding, experience, and expertise is the **Edison Benchmark Assessments**, a comprehensive online system for students in grades 2–10 in reading, mathematics, writing, and language arts. The assessments take the form of short tests that mirror standardized criterion- and norm-referenced tests. From 2000–2002, Edison administered more than one million online assessments, resulting in critical data that enabled teachers and principals to adjust their instructional plans to meet the needs of their students.

For the 2002–2003 school year, Edison has improved further on its revolutionary assessment system in two significant ways. First, state-specific Benchmarks were launched this fall in five locales—California; Illinois; Michigan; Pennsylvania; and Washington, D.C.—with content correlated to the end-of-year standards of their particular state curriculum and assessment frameworks. Additional state-specific content will be added in the fall of 2003. Second, Edison has incorporated a proprietary split-ASP technology

model that frees our Benchmark system from the bandwidth dependency characteristic of other online assessment engines by placing a local server in each school connected to the school's network. These two improvements—brought about in response to the feedback from our students and faculty—ensure that Edison teachers are equipped with 21st-century tools to assist them in raising student achievement.

- * In addition to gathering data, one of the keys to driving student achievement is managing that data so that one can make informed, data-driven decisions. With that in mind, Edison has developed a proprietary **Achievement Management System (AMS)** that seamlessly compiles various types of data into pre-created and dynamic reports, enabling schools the ability to track the academic and operational data crucial to running successful schools. The first component of **Edison's Achievement Management System** is the *Edison Monthly Achievement Profile (MAP)*, an assessment tracking system used by Edison since 2000. The MAP provides a snapshot of critical school data, such as Benchmark results, quality of instruction, meeting of individual student needs, teaching materials, and professional development as determined by school staff and Edison headquarters staff each month.

The second component of the Edison AMS is a *High Stakes Test Analysis* tool scheduled to launch during the fall of 2003. This system will be able to aggregate and disaggregate a school's national, state, and local test data along with previously stand-alone student management data (i.e. attendance, demographics, etc.) to generate custom reports based on performances of

any individual or group over time. This ability is especially critical due to the reporting requirements mandated by the landmark federal legislation, *No Child Left Behind (NCLB)*.

The last component of the Edison AMS is an updated version of the *Edison Student Learning Contract (SLC)*, Edison's version of a student report card. Edison's Student Learning Contracts are annotated quarterly reports focused on each child's performance against Edison's high academic standards or state and local standards. The key aspect of the Student Learning Contract is an in-depth listing of short-term and long-term goals that are agreed to and signed off on by the student, parent, and teacher, creating a home-school bridge focused on each student's individual needs. The revised SLC will launch in the fall of 2003.

- * In spring 2002, Edison officially launched its Affiliates division as a way to provide small- and mid-sized districts with access to Edison's Achievement Management Systems. This offering will include the Monthly Achievement Profile, Student Learning Contract, Edison Benchmark Assessments, Achievement Advisor role, and professional development programs, while the district remains responsible for the implementation of these systems and the ongoing management of its schools. This new product offering allows Edison to provide its services to a broader range of students, teachers, and administrators than is possible through managed schools partnerships.

The Affiliates model utilizes Edison's R&D investments and expertise in driving student achievement and organizes them in a way that is more easily adoptable by small school

districts. The Affiliates program got off to a fast start with the signing of two contracts, which began in January of 2003 in Sheridan, Colorado, and Cumberland County, Virginia. The broad interest shown by districts across the country is an encouraging sign that Edison's experience in managing schools and in developing innovative tools will continue to benefit students across the country.

- * In January of 2003, Edison announced a historic partnership with Essex County Learning Services, the second largest school district in the United Kingdom, to complete development of a new educational design. The design, which has been developed over the past year by a joint team of educators from Essex and Edison, will be available to schools throughout Essex County. Based on Edison's U.S. experience, the new design will offer an integrated approach and system of support to dramatically improve student performance and teacher instruction. This partnership not only represents the first international venture for Edison Schools, but it is also the first for any U.S.-based Education Management Organization. The first UK-Edison partnership schools are scheduled to open in fall of 2003.
- * While managing and supporting schools for the past seven years, Edison has gained experience developing services and programs that go beyond the Edison School Design. Such services include after-school programs, summer school programs, and supplemental services. Since the summer of 2000, Edison has been partnering with school districts in Missouri to provide summer school programs. As of

summer 2003, Edison will manage summer school programs in approximately 65 districts serving more than 40,000 students. Edison will begin offering summer school, after school, and supplemental services to interested districts across the country—programs that districts striving to meet NCLB goals may be increasingly interested in utilizing.

EVALUATING EDISON SCHOOLS

At the beginning of every Edison Schools partnership, Edison makes several commitments to the communities with which it partners.

- We equip every school with all new instructional materials and state-of-the-art technology for teachers and classrooms. The technology is frequently provided for student homes as well, with appropriate training organized for parents. We also provide principals and teachers with four to six weeks of pre-opening training—and ample ongoing support—all to ensure that Edison school-wide reforms get off to the strongest possible start.
- We implement all—or nearly all—of our comprehensive school design, which features a supportive organization based on academies, houses, and teams; a longer school day and year; a rich, liberal arts curriculum guided by rigorous standards and supported by research-based instruction that is closely aligned with assessment; a tool-based technology program providing constant and easy access; a professional environment for teachers offering ample daily time for preparation and professional development, a career ladder, and improved compensa-

tion; a high level of parent and community involvement; and a national system of educational, operational, and financial supports.

- We are strictly accountable for improved student achievement and the satisfaction of parents, students, and staff, including subjecting every partnership to cancellation if school performance does not meet explicit contractual standards.

In assessing the performance of Edison and our partnership schools it is appropriate to ask how well these commitments have been fulfilled.

STARTING SCHOOLS RIGHT: PUTTING THE EDISON DESIGN IN PLACE

Edison firmly believes in comprehensive and fully integrated school reform. We also believe that to change schools thoroughly, it is essential to change everything at once. Incremental reforms are too easily undone by those elements of a school that have not yet been changed. When everything changes at once, there are fewer old habits to break before new ones can be established. Edison invests heavily in getting schools off to completely fresh and very strong starts.

As **Exhibit 1** summarizes, Edison has an excellent record of starting schools right. This report focuses on the 136 schools Edison opened between 1995 and 2001. Every one of these schools opened on time. The schools have been fully enrolled, or very nearly so—no mean feat for brand new, untested schools of choice. Edison schools enrolled approximately 74,000 students in 2001. The same challenge has been met in staffing. Most Edison schools require teachers to work longer hours, master technology, teach a common curriculum,

and work in the still-uncertain worlds of charter or contract schools. Yet, across our first seven summers Edison schools hired approximately 6,500 teachers and other instructional staff to get every school up and running by opening day. In 2001 alone Edison hired roughly 1,800 additional teachers—a considerable feat, given that that is more newly hired and trained teachers than all but the 50 largest public school districts added for the current school year.

Opening schools right takes a lot of planning and operational know-how. It also takes a significant financial investment. As **Exhibit 1** details, since 1995 Edison has invested more than \$168 million in public schools throughout the United States. These dollars have been used to equip Edison schools with a full range of technology. Most teachers and administrators have received a laptop computer, beginning with a year-long total of 150 in 1995 and increasing to 1,378 in 2001,

for an overall total of 5,363 laptops given to Edison educators. Most classrooms in an Edison school have multiple computers, a television, and a telephone. Most houses, composed of several classrooms, are provided with a VCR and a scanner. The media center at each school also has a fully equipped computer lab. Since 1995 Edison has purchased 16,274 school computers, among many other elements of its school technology investment. Finally, most families with children attending an Edison school (beginning in grade 1–3, depending on the community) receive a computer for their homes. These computers signify a rare—indeed, virtually unique among education reforms—commitment to promote computer use among students as well as their families. From 1995 to 2001, Edison purchased 35,347 computers for home use, trained families in their operation, and deployed the machines to nearly every Edison family.

EXHIBIT 1: Highlights of Edison School Start-Ups From 1995–2002

New Schools	136
New Students	74,000
New Instructional Staff	6,500+
Capital Invested	168,284,000*
Capital Spent on Instructional Materials	32,577,000*
Pre-Opening Expenses	34,267,000*
# of Teacher Laptops	5,363
# of Classroom Computers	16,274
# of Home Computers	35,347

* All financial figures represented here are approximations.

Teaching and learning in Edison schools is guided by best practices as proven in research and embodied in curricula and instructional programs created or provided by Edison. All instructional materials in Edison schools are provided new for the opening year. Edison spends over \$500 per student on instructional materials before a school opens. To open schools in the fall of 2001 Edison invested approximately \$5.5 million in instructional materials. Since 1995, Edison has invested more than \$32.5 million in the best possible new materials for teachers and students. All of these new materials have to be housed in a school building. Sometimes that facility is provided by the partnership district. In other cases, particularly charter schools, Edison must pay to acquire and renovate a facility. Those costs can be a large part of start-up investment.

There is one other investment that Edison makes in starting schools right, and it is the most important investment by far. Edison invests heavily in training and professional development before its schools open, to give teachers and administrators in Edison schools the guidance and support they need to work effectively within a new and unique school design. School leaders, who are hired in the spring before schools open, benefit from ample training in addition to the daily assistance of veteran Edison administrators serving as start-up project directors. Typically, teachers receive four weeks of training on site and off. Most important, after each school opens, every Edison professional continues to receive regular professional development through conferences, site support, training in specialized school leadership roles, and electronic interaction. Edison has spent more than \$34 million on pre-opening expenses since 1995. Because so much of the support occurs after

a school opens, however, it is best to consider the details of Edison's professional-development program not as a budgetary item in start-up but as part of a much larger effort to implement the Edison School Design.

IMPLEMENTING THE SCHOOL DESIGN

Edison has developed detailed school performance standards to guide schools in the implementation of its school design. The standards describe what each component of the design should look like and work like as a school progresses through four stages of design implementation: beginning, developing, proficient, and exemplary. For example, one set of standards describes four levels of performance in teaching reading, starting with expectations for reading instruction the first month school opens and ending with expectations for several years later, when reading instruction truly is excellent. Edison has developed some forty sets of standards for design implementation.

Generally, Edison expects its schools to move from one level to the next, on each set of standards, each year the school operates. First-year schools generally would rate at a beginning level. By the end of year three, schools should rate at a proficient level in most areas of the school design. Edison rates its schools in each area of design implementation and reports those ratings to its partners in its annual end-of-year reports.

To ensure that schools make steady progress in implementing the demanding school design, Edison provides its schools with an unsurpassed program of ongoing professional development and site support. This assistance takes three major

EXHIBIT 2: Professional Development Program 2001–2002

National Pre-Opening Teacher Training

PRIMARY/ELEMENTARY

- Success for All
- Open Court
- Science
- Social Science
- Mathematics
- Wilson Reading
- Novice Teacher training
- Learning Environment
- Writing/Language Arts

JUNIOR

- Reading/Language Arts
- Wilson Reading
- Project Read
- Mathematics
- Science
- Social Science
- Novice Teacher training
- Learning Environment

SENIOR

- Reading/Language Arts
- Mathematics
- Science
- Social Science

- Wilson Reading
- Project Read
- Novice Teacher training
- Learning Environment

SPECIAL AREAS

- Art, Music, Dance/Drama
- Student Support Services
- Physical Fitness and Health
- Special Edison
- World Language/ESL
- Technology

Ongoing Professional Development for Teachers

LEADERSHIP

CONFERENCES

- Achievement Academy
- Edison Evenings

Pre-Opening Training for School Leaders

- Principal Institute
- Regional Leadership Team Conferences

- National Start-up Conference
- Quarterly Principal Conferences

Ongoing Conferences

- Reading: Success for All
- Jr. Academy Reading/Language Arts
- Writing
- Mathematics
- Science
- Social Science
- Lead Teachers
- Technology

Ongoing Site Support

PRIMARY/ELEMENTARY

- Reading: Success for All
- Wilson Reading
- Writing/Language Arts
- Mathematics
- Student Achievement
- Family Support Team and Community Relations
- Special Edison

- ESL and World Language
- Fitness and Health

JUNIOR

- Junior Reading
- Wilson Reading
- Writing/Language Arts
- Mathematics
- Student Achievement
- Learning Environment
- Science
- Social Science
- Family Support Team and Community Relations
- Special Edison
- ESL and World Language
- Fitness and Health

Ongoing site support for Senior and Collegiate Academies as needed

forms. First, administrators, teachers, and other school staff receive direct training on site and at regularly scheduled national and regional conferences. Second, specialists on each campus, including principals, lead teachers, curriculum coordinators, business services managers, technology directors, special education coordinators, and student support managers are regularly trained and supported in national meetings and conferences to lead design implementation at their

school site. Third, certified trainers at the school are trained at national conferences to train new Edison staff and to provide ongoing assistance on their own campuses.

During 2001–2002 these forms of assistance comprised a comprehensive support system, demonstrating some of the benefits of Edison's unique national scale. The training and conferences Edison provided during the last academic year are detailed in **Exhibit 2**.

RAISING STUDENT ACHIEVEMENT

The goal of comprehensive school reform is to help students learn. Students need to learn more—often much more—than they have in the past. Given the passage of *No Child Left Behind* and the increasingly high standards that America holds for its students, this is truer than ever. Edison tracks student progress carefully, against initial levels of performance and relative to high ultimate standards. Every quarter parents receive detailed annotated reports on student performance as judged by teachers against Edison's high academic standards. These Student Learning Contracts, as the reports are called, help ensure that teachers always expect the most of their students. In addition, Edison schools monitor ongoing student performance with the monthly Edison Benchmark Assessments.

Edison also measures student progress with external assessments. States increasingly require students to take assessments that measure mastery of state standards—criterion-referenced tests. Certain school districts and some states ask schools to take tests that compare students to the performance of other students nationally, so-called national norm-referenced tests. Edison has developed a curriculum based on its own standards, which meet or exceed most state and district standards. Edison then works with each of its schools to align the Edison curriculum with state and local performance expectations. External assessments therefore provide an appropriate measure of how students are faring in Edison schools.

Measuring Achievement

Generally speaking, student achievement can be measured in two ways. One is relative to external

standards or norms—for example, what state standards dictate that every fourth grader should know, or how the average fourth grader nationwide actually performs. The other method of measurement is relative to past performance—for example, whether a student masters more state standards as a fifth grader than as a fourth grader, or compares better to students nationwide as a fifth grader than as a fourth grader. Both kinds of measurement are important. The first measures the objective level of student achievement, the second gauges improvement or trend.

Edison Schools cares deeply about both measures, but our focus has appropriately been on the second: improvement or trend. Most of the schools in which Edison works have had traditionally low levels of achievement. Indeed, Edison is asked to work in schools and communities often for the precise reason that achievement has stubbornly resisted efforts at improvement. The evidence of this challenge is compelling. As displayed in **Exhibit 3**, the average beginning scores for Edison schools opened from 1995 to 2001 are 32 percent proficient on criterion-referenced tests and at the 25th national percentile for norm-referenced tests. In contrast, the average scores for all public schools in the districts in which Edison schools are located were 43 percent proficient and at the 37th national percentile for the various years Edison schools opened—higher scores than the Edison schools by 11 percentage points and 12 percentiles on criterion-referenced tests and norm-referenced tests, respectively. The gap between the Edison schools' baseline scores and the state averages is even greater.

Edison schools, then, generally begin at low levels relative to state standards and national norms, and at levels well below those of other public schools in

EXHIBIT 3: Baseline Test Scores in Edison Schools and School Districts in which Edison Schools Are Located

TYPE OF TEST SCORING	AVERAGE BASELINE SCORE	
	EDISON	DISTRICT
Criterion Referenced	32% proficient	43% proficient
Norm Referenced	25 th national percentile rank	37 th national percentile rank

Note: Includes 69 schools and 69 districts in which data on both schools and the district were available.

their communities. For these reasons, the more appropriate measure of achievement in Edison schools is not the level of achievement, but the amount of improvement. At least in an Edison school's initial years, scores are likely to be at low levels, possibly reflecting the unsatisfactory performance Edison has been hired to correct. The more appropriate measure of achievement for Edison schools, then, is improvement or trend. Has the school gained relative to state standards or national norms?

Refining and Defining Measures

In past *Annual Reports on School Performance*, Edison has also focused on improvement in achievement or achievement trends. Like last year, we focus on schools as the unit of analysis. The school-level trends or improvements summarized herein are based on the test scores found in the individual school profiles that make up the bulk of this annual report. In general we try to focus on trends that give the best picture possible of whether individual students are making academic progress against the standards for which the school is primarily accountable. This focus leads to a number of important analytical decisions (detailed further in Appendix A):

(1) We track student progress using the external assessment(s) mandated by the state or local authorities to which our schools are primarily accountable. Edison electively administers nationally norm-referenced standardized tests in many schools to help educators diagnose student needs and corroborate the results of external assessments. Those elective tests are not part of this analysis of achievement, except in cases where schools administer fall-to-spring testing during their first year under Edison management and their state or district assessment scores are baseline. In a few cases, districts require national norm-referenced tests for the same reasons that Edison uses them electively. These tests are not part of the school's—nor Edison's—official record of accountability, and they are not part of this achievement analysis.

(2) We begin measuring achievement improvements or trends with the first administration of the relevant assessment after a school opens as an Edison school. This is essential when Edison creates a school from scratch because there are no earlier school scores. It is also important when Edison assumes management of an existing school. Schools often change their enrollments

dramatically after Edison is introduced. Increased enrollments in previously under-enrolled schools are common. Edison schools are generally schools of choice, and enrollments change as families opt into or out of this new program. If enrollments change, comparisons of test scores before and after Edison can become potentially misleading comparisons of different students. As we seek to understand the progress of individual students, it is imperative that we have baseline scores that reflect the initial achievement of students enrolled in the Edison school. Therefore, this report and its analyses do not use test scores prior to Edison, in most cases. The only exceptions are cases where enrollment changes can be documented to be minimal; where the client requires a pre-Edison baseline; or where the test scores of only the individual students present in the school before and after Edison can be compared.

As has been true for every prior annual report, schools with baseline state assessment scores in their first year with Edison have their elective norm-referenced fall-to-spring scores included as their primary means of accountability for the 2001–2002 school year. Schools that did not administer an elective norm-referenced assessment have only baseline scores to report (including schools in Las Vegas, Nevada, and LearnNow schools, a small group of privately managed schools that Edison acquired in 2001; see Appendices).

(3) Achievement trends can be created by following the same students from grade level to grade level or by following different students at the same grade level. The former approach is known as *same cohort analysis*; the latter is known as *successive cohort analysis*. The analyses in this report focus on long-term annualized gains, where successive cohort gains are

used exclusively. As trends increase in length, same cohorts are composed of increasingly different students—through student mobility—and lose their analytical advantage. While Edison schools generally have moderate student mobility levels, some have high mobility, undermining long-term same-cohort analysis. Successive cohorts ensure that progress at every tested grade level is measured; same cohorts require a previous grade level to be tested.

Consistent Gains

Edison schools by and large serve communities where there has been some level of dissatisfaction with past student performance. Yes, communities that choose Edison are excited about the new opportunities the schools provide—abundant technology, extensive fine arts, hands-on instruction, to name only a few—but they are interested first and foremost in improved learning. These communities want to see students achieving more with Edison than they had before.

In fact, with a very high degree of consistency Edison schools are achieving at higher levels than where they began. At the end of the 2001–2002 school year—seven years after Edison began operating public schools—84 percent of the schools under Edison's management are achieving at levels above where they started, the same figure reported last year. Taking into account every tested grade level, every tested subject, every tested student, and every piece of a school's achievement record since it began with Edison, the vast majority of Edison schools have improved student achievement.

This progress is displayed in **Exhibit 4**. Every Edison school for which achievement trends can be measured in 2001–2002 is classified as "positive" or "negative." The classification is based on each school's average achievement gains or losses since

EXHIBIT 4: Distribution of Annualized Achievement Gains

	NUMBER OF SCHOOLS	PERCENT OF ALL SCHOOLS
Positive	79	84%
Negative	15	16%
Unchanged	0	0%

opening (or, in a few cases, the first administration of current accountability assessments). Individual gain scores are calculated for each subject at each grade level by subtracting the baseline score (i.e. the score when the school began with Edison) from the score for 2001–2002. These gains are then averaged, and each school is classified based on the sign—positive or negative (there were no schools this year with unchanged rates of gain)—of its average. Schools with only baseline data or schools with incomplete scores for 2001–2002 are not classified (see Appendix B).

This classification system provides the most basic yet important perspective on how Edison schools are doing. By focusing on the long-term, tracing each school back to its start with Edison, and looking across all grades and subjects, the classification provides a robust measure of school performance. Standardized test scores come with inevitable margins of error. From one year to the next, a certain amount of test score change is simply random measurement error. Viewed across multiple grade levels and subject areas, individual test scores yield additional ups and downs that are only partly a function of student learning. The best way to gauge the progress of schools, therefore, is to integrate multiple indicators into one measure and

follow it over the long haul. The state of California, for example, has built its Academic Performance Index, a single value for each school, around achievement gains in all subjects at all grades in a school. The state of Pennsylvania bases its accountability system on rolling two-year averages of test scores, rather than year-to-year fluctuations.

On the basis of average achievement gains since opening, 79 out of 94 school sites—84 percent—are fulfilling the primary mission they set out to accomplish. Of the 15 schools that are not advancing achievement, very few are far off track. (As explained in Appendix B, 18 sites under Edison management at the end of the 2001–2002 academic year are not included in this gain analysis because they posted only baseline scores or had no scores available.) This strong record generally holds, moreover, if schools that left Edison's management before the end of the 2001–2002 school year (because of contract expiration or early termination) are included. The long-term gains made by schools once but no longer managed by Edison were positive in 100 percent of all cases prior to the end of the partnership. Critics of Edison have sometimes used the term "mixed" to describe the performance of the company's schools. Mixed is a qualitative judgment, but the quantitative evidence is clear. After seven years of operation, the

EXHIBIT 5: System-wide Average Annualized Achievement Gains Since Schools Opened

TYPE OF TEST SCORING	NUMBER OF SCHOOLS	AVERAGE ANNUAL GAIN SINCE SCHOOL OPENED
Criterion Referenced	61	
Gains in percent proficient		4.0
Gains in percent not failing		3.6
Norm Referenced	31	
Gains in percentile points		4.4

record compiled by 94 Edison schools shows advancing schools ahead of declining schools by 5 to 1.

Substantial Gains

The improvements in student achievement at Edison schools have not only been consistent, they have been substantial. **Exhibit 5** summarizes this progress. The magnitude of these gains is even more remarkable when viewed in the context of a comparison against the states and districts in which the Edison school resides. **Exhibit 6** provides this context. (See Appendix C for further detail.)

The most common type of high stakes assess-

ment in Edison schools, used by 61 of the 92 sites with applicable 2001–2002 improvement scores, is a criterion-referenced test, usually mandated by a state and intended to measure mastery of state academic standards. Scoring criteria for these tests place students in one of several categories of achievement, such as *failing*, *partially proficient*, *proficient*, and *advanced*. State accountability systems most commonly set expectations for two of these categories: to increase the percentage of students who are proficient or higher, and to reduce the percentage of students who are failing. Edison schools have been doing well in meeting these expectations

EXHIBIT 6: System-wide Average Achievement Gains Versus State and District Where Edison School Is Located

	CRITERION-REFERENCED (percent)	NORM-REFERENCED (percentiles)
Edison	4.0	4.4
District	1.9	2.9
State	1.0	2.4

Note: The counts for schools in this analysis were Edison: 61 (CRT) and 31 (NRT); districts: 57 (CRT) and 12 (NRT); and states: 58 (CRT) and 11 (NRT).

over the years. At the level of *proficient* or *higher*, Edison schools have posted an average annual gain of 4.0 percentage points from their opening through the 2001–2002 school year. On average, Edison schools have increased the percentage of students passing all state tests—across all grade levels and all subjects—by 4.0 percentage points every year. These gain rates are four and two times (see **Exhibit 6**) the respective state and district gain rates where Edison schools are located—in other words, well above local norms. They are also important for at least two reasons. First, in a typical 600-student school, a 4.0 percent improvement in passing rates means that 24 additional students—a typical class size—have made enough academic progress to meet state standards. Second, because the improvement rate is an average for all years a school is open, it indicates that achievement gains are accumulating. After two years, an Edison school could be expected to improve its passing rates by over 8 points, after three years by over 12 points, and so on.

For example, Dodge-Edison Elementary School in Wichita, Kansas, has increased its average passing rate on the Wichita Benchmarks by an average of 24 percentage points over the last five years. Franklin-Edison Elementary School in Peoria, Illinois, has increased its average passing rate on the Illinois Standards Achievement Test by approximately 21 points over the last three years.

The solid rate of proficiency gains across all Edison schools is also encouraging for Edison as a system. With over 74,000 students attending our schools last year, Edison Schools is now similar in size and makeup to a major urban school system. At this scale, many school systems often struggle to promote achievement growth. The improved achievement in Edison schools as the system has grown from a few schools to well over 100 suggests that

effective teaching and learning may benefit from the support systems that a larger scale makes possible.

The evidence of improved achievement, moreover, is not confined to the school's proficiency rates. Edison schools often begin, as we have shown, with relatively low levels of achievement—only 32 percent of students are initially able to pass a criterion-reference test (**Exhibit 3**). Indeed, substantial numbers of students come to Edison schools failing their state tests. Since Edison began operating schools in 1995 through the 2001–2002 school year, Edison schools have, on average, reduced the failing rate on criterion-referenced tests by 3.6 percentage points every year. Because this is an annual average for up to seven years of school operations, it represents a reduction that can be expected to continue in the typical school year for a number of years.

On norm-referenced tests the patterns are similar. About one-third of Edison schools are held accountable for student achievement using tests with norm-referenced scoring. Since opening, Edison schools have posted steady gains on these tests. The average annual gain of an Edison school through 2001–2002 is 4.4 national percentiles per year. These exceed state and district gain rates, which are respectively 2.4 and 2.9, as summarized in **Exhibit 6**.

Like the gains on criterion-referenced tests, the gains on norm-referenced tests are accumulating. Edison schools have been advancing an average of 4.4 percentiles a year since 1995. A school could be expected, for example, to move from an average score on the 25th national percentile to the 50th national percentile over the course of six years. A number of Edison schools are showing how gains can accumulate. Friendship-Edison Public Charter School—Blow Pierce campus in Washington, D.C., has increased its average score on the Stanford Achievement Test from the 21st national

percentile in the fall of 1999 to the 40th national percentile in the spring of 2002. Feaster-Edison Elementary School in Chula Vista, California, has increased its average score on the Stanford Achievement Test from the 19th national percentile in the spring of 1998 to the 37th national percentile in the spring of 2002.

These accumulating gains are ultimately the best way to evaluate the performance of Edison schools. If students cannot pass state tests or achieve at the 50th national percentile—an approximate measure of being on grade level—their probable outcomes in high school and college may limit the success and range of opportunities that life in the United States can offer. As Edison schools rise from low performing in many cases, or from mediocre to high scoring in others, they are changing the lives and outcomes of a large number of students. A few points of test score gain may not be meaningful if they occur just once, but over time, they indicate that students are developing a new level of proficiency. This is what Edison's clients and the families that Edison serves are looking to achieve.

Gains by Comparison Schools

While the most important standard for evaluating achievement gains is their impact on students, another critical standard is their magnitude relative to local norms. The last twenty years—since the publication of the federal government's landmark study, *A Nation at Risk*—have been the most committed period of school reform in the nation's history. From raising academic standards to reducing class sizes; from providing more financial resources to subjecting schools to competition through school choice; from holding

schools accountable to high stakes testing, the nation's policymakers have worked like never before to improve public schools and boost achievement. Therefore, it is important for policymakers to be able to compare the results of Edison's efforts with those being made in other public schools. This will help policymakers and community leaders to make sound, informed decisions on how to improve local schools.

In past *Annual Reports on School Performance* we have resisted making comparisons to other public schools, because doing so can be complicated. The most appropriate comparisons would try to match schools managed by Edison as closely as possible with schools not managed by Edison. This would allow any differences in student achievement to be attributed to the efforts of Edison and the comparison schools, and not to complicating factors such as student background, student turnover, and student selection (or "selection bias"). Controlling for these variables would make clear that if Edison schools outgained other schools, the difference could be attributed to the strength of Edison's program. But the data to permit such controlled comparisons are not uniformly available.

Even if the data were available, the statistical analysis is itself complicated. Many of Edison's clients hire Edison not only to improve a particular school or set of schools, but also to stimulate competition with other local schools, inspiring more widespread improvement. In other words, the hoped-for impact would be achievement gains in Edison schools as well as those local schools competing with Edison. Edison's desired impact would be to effect similar gains in all area schools. In past *Annual Reports* we judged these complexities

beyond the bounds of what a straightforward annual report should attempt to do; we left these important but difficult interpretive analyses to social scientists, including those at RAND.

Still, it is possible to obtain useful perspective on Edison's achievement gains by putting them in some local context. If there are positive differences between Edison's gains and those posted by other local public schools, they provide *prima facie* evidence that Edison is having a positive impact, over and above the improvements that may be happening in public schools more broadly. In **Exhibit 6** we provided basic comparative context, the performance of all district or state public schools where Edison schools are located. In **Exhibit 7** we sharpen the focus to schools that are strictly comparable to the Edison schools.

For each Edison school, we identified every other public school within the same school district with similar demographics: levels of economic disadvantage and race and ethnicity. We selected

these factors because of their well-known, strong association with student achievement. Specifically, we identified comparison schools with percentages of free- or reduced-price lunch eligibility within plus or minus ten percentage points of the local Edison school percentage and percentages of African-American and/or Hispanic students within plus or minus ten percentage points. If there were no schools that fit both restrictions, we matched comparables based on one of the two restrictions, while limiting the second restriction to ± 30 percent (see Appendix D for further detail). After imposing these two controls, we identified 1,102 comparison schools for 66 Edison sites.

Next, we compared the average annualized gain by each Edison school with the average gains by all schools in the respective district or state in which each Edison school is located. When these gains are averaged across all cases for which data on comparison schools is available, the relative magnitude of the Edison gains becomes clear (see

EXHIBIT 7: Average Annualized Gains Versus Comparison Schools

	CRITERION-REFERENCED (percent)	NORM-REFERENCED (percentiles)
Edison	3.5	5.5
District	2.0	3.0
State	1.1	2.4
Comparable School	1.4	2.7

Note: The counts for Edison schools as well as comparable schools in this analysis were 54 schools and 12 schools for criterion-referenced tests and norm-referenced tests, respectively.

Appendix D for further detail). The average Edison gains of 3.5 percentage points on CRTs and 5.5 percentile points on NRTs (see **Exhibit 7**) are two to three times the annual gains of the districts in which Edison operates and even more rapid when viewed against the average progress of the states where they are located. (These averages differ slightly from those in **Exhibit 6** because the samples in the two exhibits are somewhat different.) Edison has the good fortune to work in many successful districts that gain at rates far higher than their respective states. Edison's gains are even more rapid than those of its improving district partners or hosts.

Of course, Edison works predominantly in schools that have historically low achievement, and consequently allow ample room for growth. Some might argue that Edison's gain rates are not particularly special but rather characteristic of the gains for low-starting public schools around the country. The bottom line in **Exhibit 7** addresses that conjecture.

On average, schools managed by Edison and working within districts where there is at least one comparable school have improved achievement by 3.5 percentage or 5.5 percentiles every year. These rates are higher than the rates posted by all other local public schools with similar levels of economic disadvantage, race, and ethnicity, which average only 1.4 percentage points and 2.7 percentiles, respectively. These are meaningful differences. Over time they imply that students in Edison schools are progressing toward their state standards or toward national norms at a faster pace than students in similar schools. An Edison school, for example, might enable the majority of its students to reach proficiency in five years while a comparable school might take its students ten to

fifteen years to reach proficiency.

But are these differences significant? Do they occur with a consistency that would suggest that Edison is making a reliable difference? There are two statistics that bear on this question. First is the simple descriptive statistic: how frequently do Edison schools exceed the gain rate of comparable schools? Sixty percent of the Edison schools in the comparable school analysis exceeded the average rate of gain by their respective comparable schools. But is that a robust success rate, one that would inspire the confidence that Edison makes a reliable difference? The answer to that question lies in a second statistic, a measure of statistical significance. If the differences in gain rates between Edison schools and comparable schools—as measured by a sample of more than 1,100 schools—involve relatively little variance around the averages of the different types of schools, then the differences in gain rates will be statistically significant. If the differences involve considerable variance, they could be the result of mere chance and not necessarily a measure of Edison's impact.

To test the statistical significance of Edison's impact on achievement gains, a multiple regression model of "fixed effects" was estimated using Weighted Least Squares (WLS). The model predicted the gain rate for each Edison and comparable school. The independent variables included a dummy variable for whether the school is an Edison school or a comparable school and a series of dummy or fixed effect variables for each comparison set, including the respective Edison school. The fixed effects essentially control for unspecified local influences on gain rates while the Edison dummy variable captures the national influence of Edison. Separate models were estimated for criterion-referenced and norm-refer-

EXHIBIT 8: Multiple Regression Analysis

CRITERION-REFERENCED TESTS

	B Coefficient	Standard Error	t	Significance	R Square
Constant	1.796	1.167	1.540	.124	—
Edison	2.012	.315	6.394	.000	.478

NORM-REFERENCED TESTS

	B Coefficient	Standard Error	t	Significance	R Square
Constant	3.327	.691	4.814	.000	—
Edison	2.825	.383	7.368	.000	.528

enced tests. The weighting for WLS variables was the inverse of the cluster size. The main estimates are reported in **Exhibit 8**.

The results show that the differences in estimated gain rates between Edison and comparable schools are statistically significant. For criterion-referenced tests, the Edison school is estimated, all things being equal, to have an annualized gain rate 2.012 percentage points higher than comparable schools, and the estimate is significant at .000, the highest possible level of significance. For norm-referenced tests, the Edison school is estimated to have a gain rate 2.825 percentiles higher than the comparable school, also significant at .000. The models fit the data exceedingly well with R Squares of .478 and .502 for criterion-referenced and norm-referenced tests, respectively. The gain rates of Edison schools nationwide are of a magnitude and consistency that clearly distinguishes them from the gain rates of comparable schools: the Edison gain rates are higher, educationally meaningful, and statistically significant.

THE ACHIEVEMENT GAP

Probably the most important education issue facing America today is the persistent gap in achievement between Caucasian students on the one hand and African-American and Hispanic students on the other. The issue is compounded by differences in achievement across economic classes, often overlapping racial and ethnic differences. These differences have persisted for generations, and while diminishing somewhat during the 1970s and 1980s, the gap actually grew during the 1990s. As long as these historically divergent groups leave schools with substantially different levels of achievement, America will remain significantly divided—economically, socially, and politically.

While Edison Schools claims no special insights into the causes of the achievement gap or solutions to it, Edison schools are designed to take advantage of what is known about every element of high-achieving schools, for *all* types

EXHIBIT 9: Demographics of Edison Schools

	1998–1999	1999–2000	2000–2001	2001–2002
African-American	46%	55%	64%	58%
Hispanic	22%	17%	17%	25%
Caucasian	27%	19%	16%	12%
Free-Reduced Lunch	57%	65%	70%	73%
Special Education	8%	8%	9%	9%

Note: Percentages are averages across all Edison schools in operation each year. Special education figures are approximations.

of students. So while Edison's school design may not offer special insights, Edison's experience may. Edison schools serve primarily the students and families whose achievement has traditionally lagged behind, and the percentages of such students served in Edison schools have been steadily increasing.

Exhibit 9 summarizes the recent demographic history of Edison schools. In 2001–2002, on average 58 percent of the students served by Edison schools were African-American. Historically, African-American students have made up about half of the Edison student population, and at 58 percent, African-Americans are four to five times more prevalent in Edison schools than in the general American population. Caucasian students represented only 12 percent of Edison students in 2001–2002. Hispanic students made up 25 percent of the students in Edison schools—up noticeably from earlier years, about twice their share of the U.S. population. Finally, Edison schools have high percentages of economically disadvantaged students. In 2001–2002, on average, 73 percent of all Edison students were eligible for free or reduced-price lunches, up from 70 percent last year, 65 percent in 1999–2000, and 57 percent in 1998–1999.

Edison schools are making meaningful achievement gains while the students being served are increasingly the types of students who have not historically achieved. And there is no doubt that these Edison students, in particular, have not traditionally achieved. As **Exhibit 3** shows, Edison students have initially low levels of achievement—low by state standards, national norms, and compared with their local communities. Yet these students are making clear and sometimes spectacular academic progress in their Edison schools.

The most compelling evidence of this progress is in Edison schools with high concentrations of African-American students, the subgroup that has historically lagged the most academically. **Exhibit 10** reports the average annual gain rates on criterion-referenced and norm-referenced tests for all Edison schools with 90 percent or more of their students African-American during the 2001–2002 academic year. Edison manages 41 such schools (see Appendix E). Together these schools average annual improvements of 4.7 percentage points on criterion-referenced tests and 4.4 percentiles on norm-referenced tests—nearly identical to the rates of gain across all Edison schools. This is strong, quantitative evidence that a racial gap in achieve-

EXHIBIT 10: Average Annualized Gains: Edison Schools with Over 90 Percent African-American Enrollment versus All Schools in District and State

	CRITERION-REFERENCED (percent)	NORM-REFERENCED (percentiles)
Edison	4.7	4.4
District	0.6	3.1
State	0.0	1.2

Note: The counts for Edison schools in this analysis were 24 schools and 17 schools for criterion-referenced tests and norm-referenced tests, respectively.

ment gains is not characteristic of Edison schools. The progress of Edison's predominantly African-American schools is also not typical of public schools where these Edison schools are located. Indeed, the predominantly African-American schools managed by Edison have gain rates that are one-and-a-half to eight times the respective district and state averages (see Appendix E for further detail) in which they are located. Since the district and state averages are not based on comparably high percentages of African-American students, it is clear that Edison schools with predominantly African-American enrollments are gaining at rates that begin to bridge the racial achievement gap.

The progress of Edison schools in overcoming the historical achievement gap is perhaps clearest in particular Edison schools that have been especially successful. For example, in the fall of 2000, the state of Maryland took control of three schools from the Baltimore city school system for their chronically poor performances. Edison was asked to manage these three schools, among the lowest-

performing in the state: Montebello Elementary School, Furman L. Templeton Elementary School, and Gilmor Elementary School. The three schools serve approximately 2,300 students cumulatively, 99 percent of whom are African-American, and 91 percent of whom are eligible for free or reduced-price lunch. Despite their history of underperformance, the schools have performed spectacularly well under Edison management. On the nationally norm-referenced CTBS assessment, Gilmor has raised its scores from the 20th percentile in spring of 2,000 to the 33rd percentile in spring of 2002. Templeton has raised its scores from the 14th percentile to the 34th percentile in the same time frame. And Montebello has raised its scores an astounding 37 percentiles in just two years, from the 21st percentile to the 58th percentile.

In Washington, D.C., Edison manages two elementary schools through a partnership with Friendship House. These two elementary schools serve approximately 1,300 students, 99 percent of whom are African-American, and 75 percent of

whom receive free or reduced-price lunch. Similar to the three Maryland schools, these schools have shown tremendous cumulative gains. Since the fall of 1998, the Friendship-Edison Public Charter School—Woodridge campus has raised its scores from the 28th percentile to the 56th percentile in spring of 2002, while the Friendship-Edison Public Charter School—Chamberlain campus has increased its scores from the 23rd percentile to the 60th national percentile in the same time frame.

Finally, in Dallas, Texas, Medrano Elementary, a school that is 77 percent Hispanic, 8 percent African-American, and .95 percent eligible for free or reduced-price lunch, was contracted to Edison Schools after years of making the state's low-performing list. Since the spring of 2000, Medrano has gained an average of 33 percentage points across all grades and subjects on the Texas Assessment of Academic Skills.

To be sure, not every Edison school serving primarily disadvantaged students or children of color has been successful. Only time will tell whether the gains that Edison schools have been making will bring African-American, Hispanic, and disadvantaged students' achievement up to the levels of white students, or students who are not economically disadvantaged, but the gains that Edison students have posted over the last seven years suggest that quality schooling can make a meaningful difference for students from any background.

NO CHILD LEFT BEHIND

In 2002 the federal government enacted legislation that may influence public education in the most fundamental ways. Known as *No Child Left Behind* (*NCLB*), this reauthorization of the Elementary

and Secondary Education Act mandates major improvements in America's public schools and imposes tough sanctions for schools that fail to improve. It also increases funding for schools serving economically disadvantaged students and offers families new opportunities—supplemental services and the choice to attend other schools, for example—if their schools fail them. Through its requirements for annual testing of all students in grades three through eight by 2006 and for "adequate yearly progress" in the percentage of students proficient, the law has the potential to focus every school in America on student achievement like no policy before it. By combining this new level of accountability with choice, private providers, and competition, the law also has the potential to restructure how public education is delivered, rewarding public schools that help their students succeed while replacing public schools that fail to improve with nontraditional alternatives.

Edison has always worked in an environment of accountability, much like *NCLB* seeks to create across the U.S. Edison has and continues to work under strict requirements that can cancel a contract if test scores fail to improve. Edison has often worked in the very kinds of schools that *NCLB* is targeting—schools that serve disadvantaged students, have few students proficient, and make little or no annual progress. Indeed, 22 Edison schools (see Appendix F) were contracted to Edison because they were already on the federal government's list of schools with "needs improvement" status, under legislation preceding *NCLB*. Edison was hired expressly to bring about achievement gains in schools that had not been able to bring about gains themselves.

As we enter the new era of *NCLB* accountability, it is appropriate to ask how Edison and

EXHIBIT 11: Average Annualized Gains: Edison Schools Designated as "Needs Improvement"

	CRITERION-REFERENCED (percent)	NORM-REFERENCED (percentiles)
Edison	5.8	4.3
District	2.3	1.8
State	-0.1	2.1

Note: The counts for Edison schools in this analysis were 18 schools and 4 schools for criterion-referenced tests and norm-referenced tests, respectively.

other reform programs are doing with schools with "needs improvement" status. In **Exhibit 11** we report the average annual gains of schools under Edison management that are on the federal government's list of "needs improvement" schools. On criterion-referenced and norm-referenced tests the gains of these schools have been substantial under Edison management. These schools' annualized gains of 5.8 percentage points and 4.3 percentiles respectively are very close to Edison's national averages. They are also greater than the gain rates of the other public schools in the districts and states in which these schools are located, as shown in **Exhibit 11** (see Appendix F for further detail).

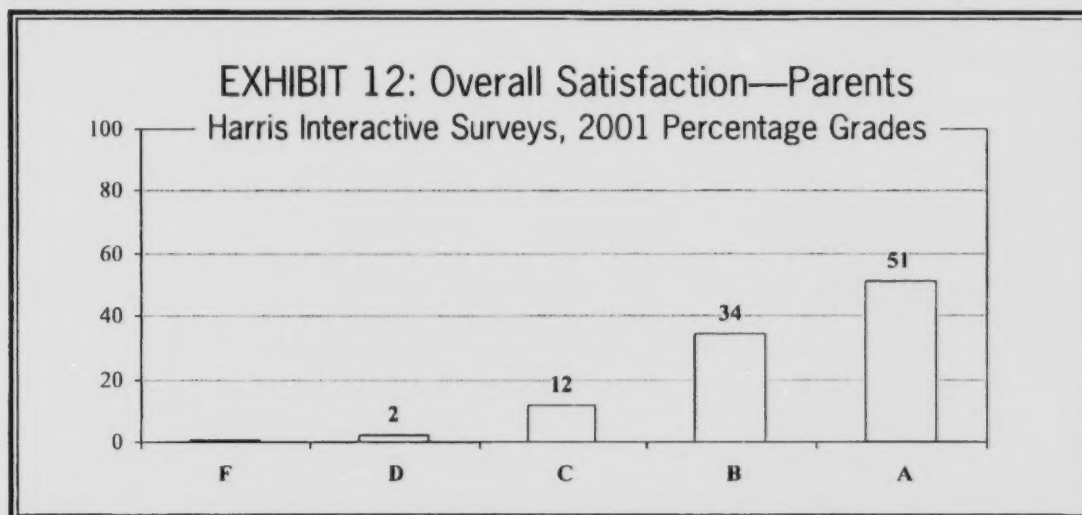
While these low-performing schools have by definition much more room for improvement than other district and state schools, their gain rates are nonetheless impressive. The federal government targeted these schools because they historically failed to improve. Their districts or states contracted their management to Edison for the

same reason. Their current rates of improvement, then, are hardly to be expected. Working with Edison would appear to have made yet another significant difference.

CUSTOMER SATISFACTION

Customer satisfaction is crucial to school success. Students learn most when parents are positively engaged in the school, when teachers are fulfilled by their work in their classrooms, and when students themselves appreciate and enjoy their school experience. Customer satisfaction is not important merely in its own right; it is important because it promotes higher student achievement.

Edison schools have been quite successful in satisfying their various customers. Each year, Edison commissions Harris Interactive (formerly the Gordon S. Black Corporation) to survey all parents, students (in grades 3 and above), and teachers in its schools. Harris Interactive is one of



the nation's leaders in helping schools and other enterprises understand their customers and improve their level of satisfaction. Harris Interactive independently analyzes the results of its surveys and provides schools with extensive diagnoses of what they need to do to improve customer satisfaction. These analyses, extremely valuable to our schools, are too detailed to outline here. But a few of the summary measures from these reports provide straightforward measures of overall satisfaction levels.

Parent Satisfaction

Exhibit 12 presents the summary satisfaction "grades" given to Edison schools by parents during the 2001–2002 school year. All parents with children in Edison schools are asked to complete anonymous surveys about their child's schools, including one item that asks parents to assess their child's Edison school with letter grades—an A for excellent through an F for failure. Over 26,000 parents completed surveys for the 2001–2002 academic year. The findings are impressive for the seventh consecutive year—parents are overwhelmingly satisfied with their Edison schools. A majority of 51

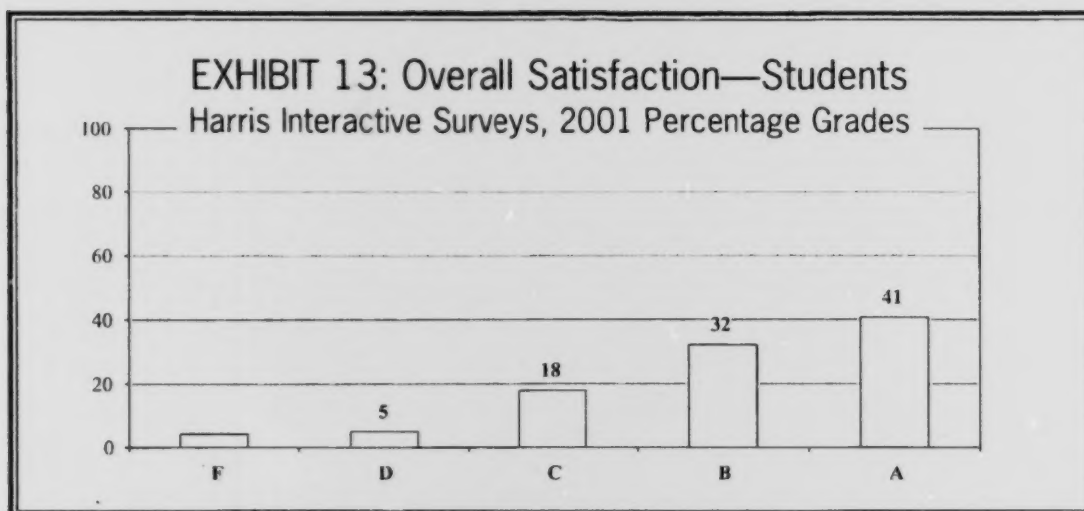
percent give their schools an A, and 34 percent give their schools a B, for a total of 85 percent of parents giving the school an A or a B.

A point of comparison is useful here. According to an annual Gallup poll, in a similar survey of public school parents nationwide, only 71 percent of parents rated their child's school an A or B. What is even more striking is that *nearly twice as many parents gave their Edison school an A grade* (51 percent of parents) compared to the national average of 27 percent. Not only are most Edison parents satisfied, many are extremely satisfied with Edison's level of service to its schools.

This statistic has held for seven straight years. Since Edison's first year managing schools through this most recent year, Edison's parents have rated their schools much more favorably than the national averages. In fact, since spring of 1996, on average, 87.3 percent of parents rated their Edison school an A or B—*20 percent higher than the national average* since 1996 (66.7%).

Student Satisfaction

Exhibit 13 provides the same type of data for Edison students in grades 3 and higher. The pat-



terns are nearly the same as those for parents. An A is the most common grade awarded by students and about 73 percent of Edison students award their school an A or B. These scores are quite encouraging. Most Edison students have a longer school day and school year, neither of which hold instant appeal for young people. Edison schools serve students who are relatively disadvantaged and ordinarily not highly satisfied with their schools.

Teacher Satisfaction

Harris Interactive also surveys teachers, the results of which are summarized in **Exhibit 14**. Teachers rate schools somewhat lower than parents and students do. The overwhelming majority of teachers—68 percent, an improvement over last year's numbers—grade their schools an A or a B. Unlike the results for parents and students, the most popular grade for teachers is a B. This is not an indication of dissatisfaction—teachers general-

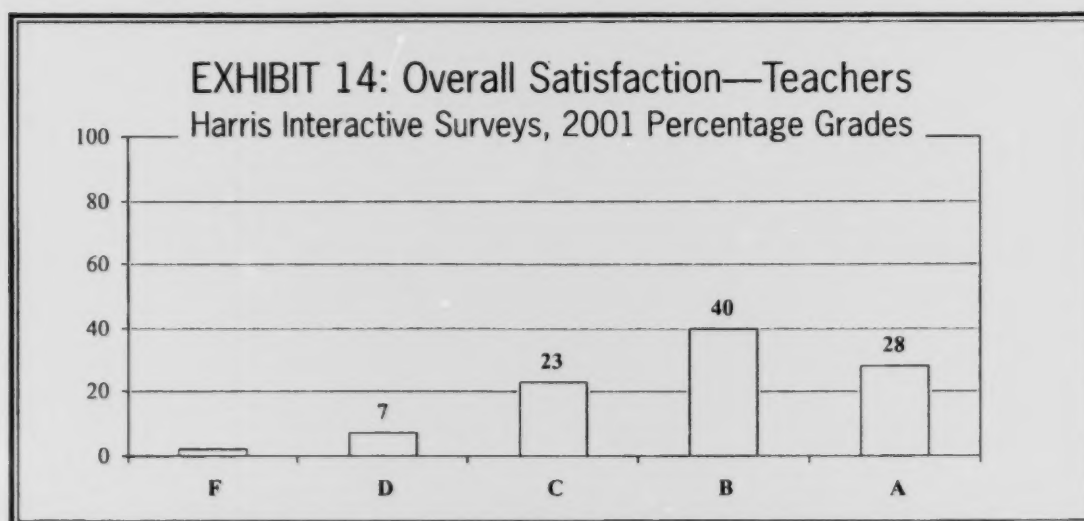
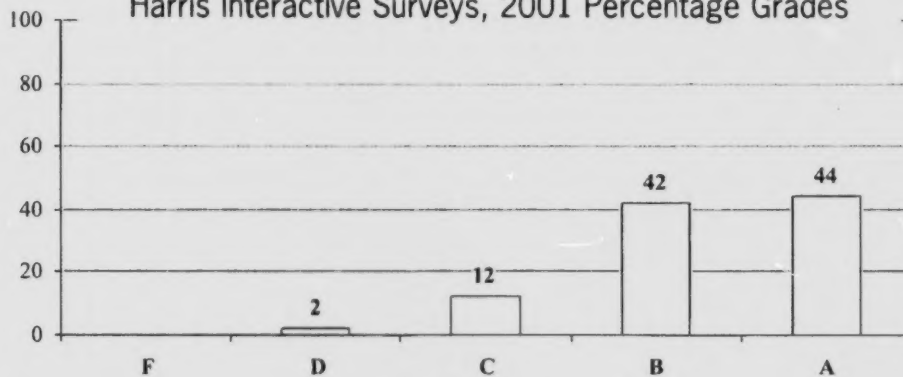


EXHIBIT 15: Career Satisfaction—Teachers
Harris Interactive Surveys, 2001 Percentage Grades



ly rate their schools more critically than do parents or students. Non-Edison teachers across the country surveyed by Harris Interactive also most commonly rated their schools a B. Given the more challenging situations in which Edison teachers ordinarily work (often a longer school day and year, a history of low performance, and a challenging school design), the satisfaction levels of Edison teachers should be considered somewhat better than expectations.

A second measure better illustrates the satisfaction of Edison teachers as reflected in **Exhibit 15**.

The Harris surveys also probe a teacher's career satisfaction at an Edison school. The results are extremely encouraging. Of the more than 4,500 teachers who completed surveys, 86 percent rated the level of their career satisfaction as an A or B.

Other Satisfaction Indicators

Edison schools have been fortunate to hold student mobility to 16 percent, on par with national averages, see **Exhibit 16**. Around the country, schools are often stymied trying to educate students who change schools, sometimes more than once, during

EXHIBIT 16: Teacher, Student, & Parent Satisfaction Indicators

All Edison schools opened
from 1995 to 2002

Teacher Turnover	20%
Student Mobility	16%
Daily Student Attendance	94%

a school year. Mobility is particularly vexing for urban schools where families are especially transient, but it is a problem nationwide: average annual student turnover is 17 percent for all American schools. Our 16 percent is higher than the figure in our *Fourth Annual Report on Student Performance*, mostly attributable to the addition of schools in Las Vegas, Nevada, and Chester, Pennsylvania, districts with historically high student mobility rates. The median Edison mobility rate is actually only 11 percent.

Schools often struggle with retaining their teachers from one year to the next. Often teachers transfer from one school to another if they feel their career or their satisfaction level would be better in a new environment. The median turnover rate in Edison schools from 2001–2002 was 20 percent (meaning half of all Edison schools have rates lower than this figure and half have rates above it). This median represents an increase from 17 percent, which was the median turnover reported in Edison's *Fourth Annual Report on School Performance*. The increase in the turnover rate is mostly attributable to the addition of seven schools in Las Vegas, Nevada. Las Vegas is the fastest-growing school district in the country, with traditionally high staff turnover rates. If we were to exclude our Las Vegas schools, the median turnover percentage would be only 18 percent, on par with last year's rate. In Edison schools, where teachers are free to transfer virtually at will, where the school day and

year are longer, and where the school design is especially demanding, a median turnover rate of 20 percent is surprisingly close to the national average. Even so, Edison wants to see its turnover rates drop. Edison invests very heavily in professional development and depends on the growth of expertise at every school site to enable its widely dispersed national system to function effectively without high levels of central direction. Building a stable, proficient, and satisfied professional staff is one of Edison's top priorities as we go forward.

Similarly, schools cannot educate students who do not come to school every day. Many schools struggle with this issue, as the daily attendance rate nationally is only 92 percent. Schools serving disadvantaged students often have even lower attendance rates. Edison schools, despite their often-disadvantaged student bodies, have a median daily attendance rate of 94 percent.

CONCLUSION

So far in this report we have discussed, in general terms, Edison's strong performance in opening schools; implementing a comprehensive school design; raising student achievement across multiple measures and in multiple contexts; and satisfying parents, teachers, and students systemwide. The individual school profiles that follow examine our progress in greater detail.

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EDISON-BETHUNE CHARTER ACADEMY

SCHOOL PROFILE (2001-2002)

1616 S. Fruit Ave., Fresno, CA 93706
(559) 457-2530

- ✓ Principal: Jean Losey
- ✓ Established in 1999
- ✓ Serving grades K-6
- ✓ Type of Partnership: Charter/Partnership
- ✓ Enrollment: 637
- ✓ Instructional Staff: 61
- ✓ Student/Staff Ratio: 10.4/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—47%
 - Asian/Pacific—5%
 - Caucasian—4%
 - Hispanic—43%
 - Other—0%
- ✓ Program Participation
 - ESL—26%
 - Special Education—6%
 - Free/Reduced Lunch—100%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B): 91%

State Gain: 2.5 District Gain: 1.8

Stanford Achievement Test Series, Ninth Edition -- Edison Bethune							
National Percentile of Mean NCE Score (2000-2002)							
Grade	Reading						
	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
2	20	23	22	n/a	-1	n/a	2
3	15	18	23	0	5	n/a	8
4	18	20	21	3	1	1	3
5	12	19	17	-3	-2	2	5
6	23	25	23	4	-2	5	0
Grade	Mathematics						
	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
2	20	25	31	n/a	6	n/a	11
3	17	23	25	0	2	n/a	8
4	19	19	25	2	6	5	6
5	17	20	19	0	-1	2	2
6	29	26	30	10	4	11	1
Grade	Language						
	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
2	18	26	21	n/a	-5	n/a	3
3	20	22	34	8	12	n/a	14
4	23	27	35	13	8	17	12
5	16	23	26	-1	3	6	10
6	27	31	30	7	-1	7	3
Grade	Spelling						
	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
2	21	32	29	n/a	-3	n/a	8
3	25	31	34	2	3	n/a	9
4	17	23	24	-7	1	3	7
5	17	25	19	-4	-6	-6	2
6	21	26	24	-1	-2	7	3

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON BRENTWOOD ACADEMY

SCHOOL PROFILE (2001-2002)

2086 Clarke Ave., East Palo Alto, CA 94303

(650) 329-2800, ext. 108

✓ Principal: Mary Seiersen

✓ Established in 1998

✓ Serving grades K-3

✓ Type of Partnership: District Charter

✓ Enrollment: 597

✓ Instructional Staff: 63

✓ Student/Staff Ratio: 9.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—16%

• Asian/Pacific—7%

• Caucasian—1%

• Hispanic—75%

• Other—2%

✓ Program Participation

• ESL—79%

• Special Education—5%

• Free/Reduced Lunch—73%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B): 91%

State Gain: 3.5 District Gain: 3.1

Stanford Achievement Test, 9th Edition (SAT9)- Brentwood							
National Percentile of Mean NCE Score (Spring 1999-2002)							
Grade	Reading						
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Succ 99-02
2	18	38	41	24	n/a	-17	6
3	16	20	27	27	-14	0	11
Grade	Mathematics						
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Succ 99-02
2	26	55	54	28	n/a	-26	2
3	24	30	50	48	-6	-2	24
Grade	Language						
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Succ 99-02
2	19	40	34	21	n/a	-13	2
3	21	27	42	36	2	-6	15
Grade	Spelling						
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Succ 99-02
2	29	45	43	32	n/a	-11	3
3	27	30	50	47	4	-3	20

Source: http://star.cde.ca.gov/star2002/district_index.html

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON CHARTER ACADEMY

SCHOOL PROFILE (2001-2002)

3531 22nd St., San Francisco, CA 94114

(415) 970-3330

- ✓ Principal: Vincent Matthews
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 473
- ✓ Instructional Staff: 36
- ✓ Student/Staff Ratio: 13.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—29%
- Asian/Pacific—3%
- Caucasian—2%
- Hispanic—57%
- Other—9%

✓ Program Participation

- ESL—45%
- Special Education—4%
- Free/Reduced Lunch—85%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B): 93%

State Gain: 3.4 District Gain: 2.5

Stanford Achievement Test Series, Ninth Edition — Edison Charter Academy								
National Percentile of Mean NCE Score (1999-2002)								
Grade	Reading							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	23	33	22	40	n/a	18	n/a	17
3	24	28	23	29	7	6	n/a	5
4	30	30	29	30	7	1	n/a	0
5	24	35	28	36	7	8	13	12
Grade	Mathematics							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	32	57	24	44	n/a	20	n/a	12
3	33	41	35	37	13	2	n/a	4
4	31	32	36	33	-2	-3	n/a	2
5	28	49	38	46	10	8	14	18
Grade	Language							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	20	22	19	39	n/a	20	n/a	19
3	28	29	26	31	12	5	n/a	3
4	29	33	39	37	11	-2	n/a	8
5	25	46	36	46	7	10	26	21
Grade	Spelling							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	31	34	22	41	n/a	19	n/a	10
3	28	28	33	36	14	3	n/a	8
4	27	29	29	34	1	5	n/a	7
5	24	41	40	41	12	1	10	17

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON MCNAIR ACADEMY

SCHOOL PROFILE (2001-2002)

2033 Pulgas Ave., East Palo Alto, CA 94303
(650) 329-2888

- ✓ Principal: Mary Seiersen
- ✓ Established in 1998
- ✓ Serving grades 4-8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 552
- ✓ Instructional Staff: 36
- ✓ Student/Staff Ratio: 15.3/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—23%
 - Asian/Pacific—8%
 - Caucasian—0%
 - Hispanic—65%
 - Other—3%
- ✓ Program Participation
 - ESL—67%
 - Special Education—9%
 - Free/Reduced Lunch—70%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B): 80%

State Gain: 2.4 District Gain: 1.7

Stanford Achievement Test, 9th Edition (SAT9)- McNair								
National Percentile of Mean NCE Score (Spring 1999-2002)								
Grade	Reading				Gain			
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
4	15	14	16	22	n/a	6	n/a	7
5	18	20	17	17	1	0	n/a	-1
6	16	25	19	22	5	3	n/a	6
7	11	15	23	16	-3	-7	1	5
8	15	12	19	26	3	7	8	11
Grade	Mathematics				Gain			
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
4	18	18	19	34	n/a	15	n/a	16
5	21	30	22	30	11	8	n/a	9
6	24	35	29	32	10	3	n/a	8
7	17	25	25	25	-4	0	7	8
8	18	18	22	21	-4	-1	0	3
Grade	Language				Gain			
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
4	24	23	22	33	n/a	11	n/a	9
5	22	30	20	26	4	6	n/a	4
6	21	31	26	30	10	4	7	9
7	13	26	34	27	1	-7	3	14
8	18	20	22	33	-1	11	11	15
Grade	Spelling				Gain			
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
4	19	19	21	35	n/a	14	n/a	16
5	21	34	24	29	8	5	n/a	8
6	16	26	24	28	4	4	9	12
7	15	17	29	30	6	1	11	15
8	17	13	14	28	-1	14	7	11

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

FEASTER-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

670 Flower St., Chula Vista, CA 91910

(619) 422-8397

✓ Principal: Francisco Escobedo

✓ Established in 1997

✓ Serving grades K-6

✓ Type of Partnership: District Charter

✓ Enrollment: 1,141

✓ Instructional Staff: 75

✓ Student/Staff Ratio: 15.2/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—7%

• Asian/Pacific—1%

• Caucasian—10%

• Hispanic—78%

• Other—4%

✓ Program Participation

• ESL—51%

• Special Education—7%

• Free/Reduced Lunch—76%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B): 90%

State Gain: 3.4 District Gain: 3.6

Stanford Achievement Test, 9th Edition (SAT9)- Feaster Edison									
National Percentile of Mean NCE Score (Spring 1998-2002)									
Grade	Reading								
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 98-02	Succ 98-02
2	17	25	26	35	34	n/a	-1	n/a	17
3	13	22	20	25	28	-7	3	n/a	15
4	18	19	28	28	28	3	0	n/a	10
5	16	20	26	32	29	1	-3	n/a	13
6	24	23	22	34	35	3	1	18	11
Grade	Mathematics								
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 98-02	Succ 98-02
2	17	25	37	40	48	n/a	8	n/a	31
3	18	21	26	33	45	5	12	n/a	27
4	14	16	27	33	37	4	4	n/a	23
5	12	22	30	42	39	6	-3	n/a	27
6	29	23	25	36	47	5	11	30	18

Stanford Achievement Test, 9th Edition (SAT9)- Feaster Edison									
National Percentile of Mean NCE Score (Spring 1998-2002)									
Grade	Language								
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 98-02	Succ 98-02
2	14	20	30	27	32	n/a	5	n/a	18
3	16	24	23	32	35	8	3	n/a	19
4	24	21	31	35	43	11	8	n/a	19
5	19	27	34	41	45	10	4	n/a	26
6	28	26	37	42	50	9	8	36	22
Grade	Spelling								
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 98-02	Succ 98-02
2	19	30	30	34	34	n/a	0	n/a	15
3	19	24	26	36	34	0	-2	n/a	15
4	16	15	21	30	32	-4	2	n/a	16
5	16	18	28	34	34	4	0	n/a	18
6	21	19	20	38	38	4	0	19	17

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

PHILLIPS-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

1210 Shelter Ave., Napa, CA 94559

(707) 253-3481

- ✓ Principal: Dee McFarland
- ✓ Established in 1998
- ✓ Serving grades K-6
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 582
- ✓ Instructional Staff: 47
- ✓ Student/Staff Ratio: 12.4/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—1%
 - Asian/Pacific—2%
 - Caucasian—37%
 - Hispanic—59%
 - Other—0%
- ✓ Program Participation
 - ESL—53%
 - Special Education—9%
 - Free/Reduced Lunch—63%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 94%

State Gain: 3.2 District Gain: 2.6

Stanford Achievement Test Series, Ninth Edition -- Phillips Edison Academy								
National Percentile of Mean NCE Score (1999-2002)								
Grade	Reading							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	28	41	45	41	n/a	-4	n/a	13
3	34	35	39	38	-7	-1	n/a	4
4	44	47	30	39	0	9	n/a	-5
5	43	41	44	32	2	-12	4	-11
6	37	46	46	46	2	0	12	9
Grade	Mathematics							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	19	47	51	47	n/a	-4	n/a	28
3	32	38	46	46	-5	0	n/a	14
4	27	46	29	33	-13	4	n/a	6
5	32	41	49	33	4	-16	14	1
6	34	48	50	53	4	3	21	19
Grade	Language							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	24	44	52	52	n/a	0	n/a	28
3	44	43	41	45	-7	4	n/a	1
4	40	51	42	44	3	2	n/a	4
5	44	47	55	40	-2	-15	16	-4
6	41	48	50	56	1	6	12	15
Grade	Spelling							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	27	37	41	44	n/a	3	n/a	17
3	34	36	38	41	0	3	n/a	7
4	34	36	39	39	1	0	n/a	5
5	46	39	50	38	-1	-12	11	-8
6	39	40	50	48	-2	-2	14	9

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

SAN JOSE-EDISON ACADEMY

SCHOOL PROFILE (2001-2002)

1500 E. Francisquito Ave., West Covina,
CA 91791; (626) 939-4635, (626) 918-6575

- ✓ Principal: Denise Patton
- ✓ Established in 1998
- ✓ Serving grades K-8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,098
- ✓ Instructional Staff: 76
- ✓ Student/Staff Ratio: 14.4/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—8%
 - Asian/Pacific—13%
 - Caucasian—15%
 - Hispanic—59%
 - Other—5%
- ✓ Program Participation
 - ESL—5%
 - Special Education—3%
 - Free/Reduced Lunch—26%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 88%

State Gain: 3.1 District Gain: 5.0

Stanford Achievement Test Series, Ninth Edition -- San Jose Edison Academy								
National Percentile of Mean NCE Score (1999-2002)								
Grade	Reading							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	47	61	59	73	n/a	14	n/a	26
3	40	56	62	56	-3	-6	n/a	16
4	51	45	54	61	-1	7	n/a	10
5	53	52	47	49	-5	2	2	-4
6	n/a	56	49	50	3	1	10	n/a
7	n/a	n/a	55	54	5	-1	3	n/a
8	n/a	n/a	n/a	55	0	n/a	2	n/a
Grade	Mathematics							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	57	76	72	87	n/a	15	n/a	30
3	43	75	81	66	-6	-15	n/a	23
4	51	48	63	71	-10	8	n/a	20
5	54	57	55	56	-7	1	-1	2
6	n/a	64	64	61	6	-3	18	n/a
7	n/a	n/a	66	61	-3	-5	10	n/a
8	n/a	n/a	n/a	59	-7	n/a	5	n/a
Grade	Language							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	53	73	66	79	n/a	13	n/a	26
3	38	65	71	66	0	-5	n/a	28
4	52	52	59	70	-1	11	n/a	18
5	51	60	55	64	5	9	11	13
6	n/a	57	58	63	8	5	25	n/a
7	n/a	n/a	67	71	13	4	19	n/a
8	n/a	n/a	n/a	64	-3	n/a	13	n/a
Grade	Spelling							
	Spring 99	Spring 00	Spring 01	Spring 02	Same 01-02	Succ 01-02	Same 99-02	Succ 99-02
2	50	61	61	78	n/a	15	n/a	28
3	43	61	69	62	-1	-7	n/a	19
4	54	50	59	69	0	10	n/a	15
5	48	56	53	57	-2	4	7	9
6	n/a	54	53	64	11	11	21	n/a
7	n/a	n/a	61	68	15	7	14	n/a
8	n/a	n/a	n/a	53	-8	n/a	5	n/a

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

STARR KING-EDISON ACADEMY

SCHOOL PROFILE (2001-2002)

145 E. Artesia Blvd., Long Beach, CA 90805

(562) 428-1232

- ✓ Principal: Doris Takenouchi
- ✓ Established in 2000
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,181
- ✓ Instructional Staff: 107
- ✓ Student/Staff Ratio: 11/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—19%
- Asian/Pacific—3%
- Caucasian—1%
- Hispanic—76%
- Other—0%

✓ Program Participation

- ESL—53%
- Special Education—3%
- Free/Reduced Lunch—86%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 93%

State Gain: 1.3 District Gain: 1.8

Stanford Achievement Test Series, Ninth Edition (SAT9) -- Starr King								
National Percentile of Mean NCE Score (Spring 2000-Spring 2001)								
Grade	Reading				Language			
	Spring 01	Spring 02	Same 01-02	Succ 01-02	Spring 01	Spring 02	Same 01-02	Succ 01-02
2	34	46	n/a	12	27	49	n/a	22
3	26	25	-9	-1	27	32	5	5
4	29	34	8	5	29	42	15	13
5	24	33	4	9	29	38	9	9
Grade	Mathematics				Spelling			
	Spring 01	Spring 02	Same 01-02	Succ 01-02	Spring 01	Spring 02	Same 01-02	Succ 01-02
2	41	63	n/a	22	41	54	n/a	13
3	31	38	-3	7	44	41	0	-3
4	27	38	7	11	31	45	1	14
5	31	39	12	8	35	42	11	7

Source: http://star.cde.ca.gov/star2002/district_index.html

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

ACADEMY-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

3475 Hampton Park Drive, Colorado Springs, CO 80920; (719) 264-1501

- ✓ Principal: Jenifer Jones
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Partnership
- ✓ Enrollment: 600
- ✓ Instructional Staff: 65
- ✓ Student/Staff Ratio: 9.2/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—7%
 - Asian/Pacific—5%
 - Caucasian—77%
 - Hispanic—8%
 - Other—0%
- ✓ Program Participation
 - ESL—0%
 - Special Education—10%
 - Free/Reduced Lunch—8%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 96%

State Gain: 1.4% District Gain: 1.8%

Colorado Student Assessment Program (CSAP) Academy Edison																	
Percentage of students at each Performance Level (Spring 1999 - 2002)																	
		Reading				1-yr Gain		Multi-yr Gain		Writing				1-yr Gain		Multi-yr Gain	
		1999	2000	2001	2002	same	succ	same	succ	1999	2000	2001	2002	same	succ	same	succ
3	Unsatisfactory	0%	5%	3%	5%					n/a	n/a	n/a	1%				
	Partially Proficient	17%	13%	8%	7%					n/a	n/a	n/a	31%				
	Proficient	64%	70%	78%	66%					n/a	n/a	n/a	57%				
	Advanced	18%	12%	11%	21%					n/a	n/a	n/a	11%				
	No Score	1%	0%	0%	0%					n/a	n/a	n/a	0%				
	Proficient or Above	82%	82%	89%	88%					n/a	-1%	n/a	6%				
4	Unsatisfactory	13%	8%	3%	7%					10%	7%	1%	0%				
	Partially Proficient	24%	22%	18%	21%					34%	47%	34%	33%				
	Proficient	58%	62%	68%	64%					40%	39%	52%	63%				
	Advanced	5%	6%	11%	9%					5%	5%	7%	4%				
	No Score	0%	1%	0%	0%					11%	2%	5%	0%				
	Proficient or Above	63%	68%	79%	73%					-16%	-6%	n/a	10%				
5	Unsatisfactory	n/a	n/a	2%	7%					n/a	n/a	n/a	4%				
	Partially Proficient	n/a	n/a	14%	15%					n/a	n/a	n/a	25%				
	Proficient	n/a	n/a	73%	72%					n/a	n/a	n/a	59%				
	Advanced	n/a	n/a	11%	7%					n/a	n/a	n/a	12%				
	No Score	n/a	n/a	0%	0%					n/a	n/a	n/a	0%				
	Proficient or Above	n/a	n/a	84%	78%					-1%	-6%	-4%	n/a				
		Mathematics				1-yr Gain		Multi-yr Gain									
		1999	2000	2001	2002	same	succ	same	succ								
5	Unsatisfactory	n/a	n/a	2%	3%												
	Partially Proficient	n/a	n/a	33%	22%												
	Proficient	n/a	n/a	42%	44%												
	Advanced	n/a	n/a	22%	31%												
	No Score	n/a	n/a	0%	0%												
	Proficient or Above	n/a	n/a	65%	75%					n/a	10%	n/a	n/a				

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EMERSON-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

4220 E. Pikes Peak Ave., Colorado Springs,
CO 80909; (719) 570-7822

- ✓ Principal: Carla Blum
- ✓ Established in 1997
- ✓ Serving grades 6-8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 716
- ✓ Instructional Staff: 68
- ✓ Student/Staff Ratio: 10.5/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—23%
 - Asian/Pacific—2%
 - Caucasian—36%
 - Hispanic—25%
 - Other—12%
- ✓ Program Participation
 - ESL—5%
 - Special Education—11%
 - Free/Reduced Lunch—57%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 67%

State Gain: 0.9% District Gain: 1.9%

Colorado Student Assessment Program (CSAP)- Emerson													
Percentage of students at each Performance Level (Spring 1999 - 2002)													
	Reading				1-yr Gain		Multi-yr Gain		Writing				
	1999	2000	2001	2002	same	succ	same	succ	1999	2000	2001	2002	
6	Unsatisfactory	n/a	n/a	31%	23%				n/a	n/a	n/a	18%	
	Partially Proficient	n/a	n/a	38%	32%				n/a	n/a	n/a	56%	
	Proficient	n/a	n/a	29%	38%				n/a	n/a	n/a	19%	
	Advanced	n/a	n/a	1%	1%				n/a	n/a	n/a	0%	
	No Score	n/a	n/a	1%	6%				n/a	n/a	n/a	7%	
	Proficient or Above	n/a	n/a	31%	39%	n/a	8%	n/a	n/a	n/a	n/a	19%	n/a
7	Unsatisfactory	26%	25%	24%	25%				7%	11%	11%	4%	
	Partially Proficient	28%	28%	35%	28%				46%	49%	53%	60%	
	Proficient	37%	39%	36%	38%				27%	27%	25%	25%	
	Advanced	1%	1%	3%	2%				1%	3%	1%	3%	
	No Score	9%	6%	2%	7%				19%	10%	10%	8%	
	Proficient or Above	38%	40%	39%	40%	9%	1%	n/a	2%	28%	30%	26%	28%
										n/a	2%	n/a	0%
8	Unsatisfactory	n/a	n/a	27%	16%				n/a	n/a	n/a	8%	
	Partially Proficient	n/a	n/a	31%	35%				n/a	n/a	n/a	64%	
	Proficient	n/a	n/a	38%	39%				n/a	n/a	n/a	20%	
	Advanced	n/a	n/a	2%	1%				n/a	n/a	n/a	0%	
	No Score	n/a	n/a	1%	8%				n/a	n/a	n/a	8%	
	Proficient or Above	n/a	n/a	40%	41%	2%	1%	n/a	n/a	n/a	n/a	20%	-6%
													n/a
	Mathematics				1-yr Gain		Multi-yr Gain		Science				
	1999	2000	2001	2002	same	succ	same	succ	1999	2000	2001	2002	
6	Unsatisfactory	n/a	n/a	n/a	28%								
	Partially Proficient	n/a	n/a	n/a	37%								
	Proficient	n/a	n/a	n/a	25%								
	Advanced	n/a	n/a	n/a	3%								
	No Score	n/a	n/a	n/a	7%								
	Proficient or Above	n/a	n/a	n/a	27%	n/a	n/a	n/a	n/a				
7	Unsatisfactory	n/a	n/a	n/a	29%								
	Partially Proficient	n/a	n/a	n/a	42%								
	Proficient	n/a	n/a	n/a	18%								
	Advanced	n/a	n/a	n/a	2%								
	No Score	n/a	n/a	n/a	8%								
	Proficient or Above	n/a	n/a	n/a	20%	n/a	n/a	n/a	n/a				
8	Unsatisfactory	n/a	57%	53%	52%								
	Partially Proficient	n/a	27%	27%	26%								
	Proficient	n/a	7%	15%	12%								
	Advanced	n/a	1%	3%	2%								
	No Score	n/a	7%	1%	7%								
	Proficient or Above	n/a	8%	18%	14%	n/a	-4%	n/a	6%	n/a	9%	18%	17%
													n/a

Source: www.cde.state.co.us/index_assess.htm

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

ROOSEVELT-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

205 Byron Dr., Colorado Springs, CO

80910; (719) 637-0311

✓ Principal: Vicki Axford

✓ Established in 1996

✓ Serving grades K-5

✓ Type of Partnership: District Charter

✓ Enrollment: 712

✓ Instructional Staff: 62

✓ Student/Staff Ratio: 11.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—27%

• Asian/Pacific—7%

• Caucasian—35%

• Hispanic—21%

• Other—8%

✓ Program Participation

• ESL—16%

• Special Education—7%

• Free/Reduced Lunch—67%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 88%

State Gain: 1.6% District Gain: 1.4%

Colorado Student Assessment Program (CSAP) Roosevelt										
Percentage of students at each Performance Level (Spring 1997 - 2002)										
	Reading						Gain			
	1997	1998	1999	2000	2001	2002	1-yr same	1-yr succ	Multi-yr same	Multi-yr succ
3 Unsatisfactory	n/a	29%	21%	13%	20%	19%				
Partially Proficient	n/a	23%	30%	34%	32%	27%				
Proficient	n/a	41%	47%	45%	44%	49%				
Advanced	n/a	3%	2%	4%	5%	3%				
No Score	n/a	3%	0%	4%	0%	3%				
Proficient or Above	n/a	45%	49%	49%	49%	51%	n/a	2%	n/a	6%
4 Unsatisfactory	29%	36%	31%	26%	22%	32%				
Partially Proficient	26%	34%	33%	31%	44%	34%				
Proficient	42%	29%	35%	40%	32%	32%				
Advanced	1%	1%	2%	2%	1%	2%				
No Score	2%	1%	0%	1%	1%	0%				
Proficient or Above	43%	30%	36%	42%	33%	34%	-15%	1%	n/a	-9%
5 Unsatisfactory	n/a	n/a	n/a	n/a	9%	29%				
Partially Proficient	n/a	n/a	n/a	n/a	26%	34%				
Proficient	n/a	n/a	n/a	n/a	55%	34%				
Advanced	n/a	n/a	n/a	n/a	10%	4%				
No Score	n/a	n/a	n/a	n/a	0%	0%				
Proficient or Above	n/a	n/a	n/a	n/a	65%	38%	5%	-27%	-11%	n/a
	Math						Gain			
	1997	1998	1999	2000	2001	2002	1-yr same	1-yr succ	Multi-yr same	Multi-yr succ
3 Unsatisfactory	n/a	n/a	n/a	n/a	16%	26%				
Partially Proficient	n/a	n/a	n/a	n/a	32%	44%				
Proficient	n/a	n/a	n/a	n/a	32%	19%				
Advanced	n/a	n/a	n/a	n/a	20%	9%				
No Score	n/a	n/a	n/a	n/a	0%	2%				
Proficient or Above	n/a	n/a	n/a	n/a	52%	28%	n/a	-24%	n/a	n/a
	Writing						Gain			
	1997	1998	1999	2000	2001	2002	1-yr same	1-yr succ	Multi-yr same	Multi-yr succ
3 Unsatisfactory	n/a	n/a	n/a	n/a	n/a	23%				
Partially Proficient	n/a	n/a	n/a	n/a	n/a	49%				
Proficient	n/a	n/a	n/a	n/a	n/a	27%				
Advanced	n/a	n/a	n/a	n/a	n/a	0%				
No Score	n/a	n/a	n/a	n/a	n/a	1%				
Proficient or Above	n/a	n/a	n/a	n/a	n/a	27%	n/a	n/a	n/a	n/a
4 Unsatisfactory	37%	23%	19%	17%	14%	25%				
Partially Proficient	34%	50%	50%	37%	40%	34%				
Proficient	24%	16%	23%	23%	23%	21%				
Advanced	1%	7%	3%	2%	2%	0%				
No Score	4%	3%	4%	0%	1%	0%				
Proficient or Above	25%	23%	26%	28%	24%	21%	n/a	-3%	n/a	-4%
5 Unsatisfactory	n/a	n/a	n/a	n/a	n/a	15%				
Partially Proficient	n/a	n/a	n/a	n/a	n/a	39%				
Proficient	n/a	n/a	n/a	n/a	n/a	22%				
Advanced	n/a	n/a	n/a	n/a	n/a	4%				
No Score	n/a	n/a	n/a	n/a	n/a	0%				
Proficient or Above	n/a	n/a	n/a	n/a	n/a	26%	2%	n/a	n/a	n/a

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WYATT-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

3620 Franklin St., Denver, CO 80205

(303) 292-5515

✓ Principal: Karen LeFever

✓ Established in 1998

✓ Serving grades K-8

✓ Type of Partnership: Independent Charter

✓ Enrollment: 666

✓ Instructional Staff: 61

✓ Student/Staff Ratio: 10.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—44%

• Asian/Pacific—3%

• Caucasian—3%

• Hispanic—47%

• Other—3%

✓ Program Participation

• ESL—8%

• Special Education—7%

• Free/Reduced Lunch—79%

Achievement Since School Opened: Positive
Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 81%
State Gain: 0.8% District Gain: 1.2%

Colorado Student Assessment Program (CSAP)- Wyatt Edison																									
Percentage of students at each Performance Level (Spring 1999 - 2002)																									
	Reading				1-yr Gain		Multi-yr Gain		Writing				1-yr Gain		Multi-yr Gain		8th Grade Science				1-yr Gain		Multi-yr Gain		
	1999	2000	2001	2002	same	succ	same	succ	1999	2000	2001	2002	same	succ	same	succ	1999	2000	2001	2002	same	succ	same	succ	
3	Unsatisfactory	33%	21%	19%	23%					n/a	n/a	n/a	23%					n/a	n/a	58%	68%				
	Partially Proficient	33%	31%	29%	31%					n/a	n/a	n/a	57%					n/a	n/a	32%	26%				
	Proficient	21%	40%	43%	45%					n/a	n/a	n/a	18%					n/a	n/a	10%	5%				
	Advanced	0%	0%	0%	0%					n/a	n/a	n/a	1%					n/a	n/a	0%	0%				
	No Score	12%	8%	9%	1%					n/a	n/a	n/a	0%					n/a	n/a	0%	0%				
4	Proficient or Above	21%	40%	43%	45%	n/a	2%	n/a	24%	n/a	n/a	n/a	28%	n/a	n/a	n/a	n/a	n/a	n/a	10%	5%	n/a	-5%	n/a	n/a
	Unsatisfactory	51%	29%	23%	31%					45%	23%	23%	26%												
	Partially Proficient	28%	26%	26%	30%					40%	43%	47%	49%												
	Proficient	16%	25%	39%	36%					3%	14%	17%	20%												
	Advanced	0%	0%	5%	1%					1%	0%	2%	4%												
5	No Score	0%	20%	8%	1%					10%	21%	12%	1%												
	Proficient or Above	16%	25%	44%	37%	-6%	-7%	n/a	21%	5%	14%	18%	24%	n/a	6%	n/a	19%								
	Unsatisfactory	n/a	n/a	28%	21%					n/a	n/a	n/a	18%					1999	2000	2001	2002				
	Partially Proficient	n/a	n/a	31%	29%					n/a	n/a	n/a	53%					n/a	n/a	19%	24%				
	Proficient	n/a	n/a	33%	44%					n/a	n/a	n/a	26%					n/a	n/a	44%	36%				
6	Advanced	n/a	n/a	1%	3%					n/a	n/a	n/a	0%					n/a	n/a	21%	29%				
	No Score	n/a	n/a	7%	3%					n/a	n/a	n/a	3%					n/a	n/a	8%	6%				
	Proficient or Above	n/a	n/a	35%	47%	3%	12%	7%	n/a	n/a	n/a	26%	8%	n/a	n/a	n/a	n/a	n/a	n/a	7%	6%				
	Unsatisfactory	n/a	n/a	32%	26%					n/a	n/a	n/a	17%					n/a	n/a	29%	35%	n/a	6%	n/a	n/a
	Partially Proficient	n/a	n/a	40%	28%					n/a	n/a	n/a	53%					n/a	n/a	n/a	41%				
7	Proficient	n/a	n/a	22%	40%					n/a	n/a	n/a	26%					n/a	n/a	n/a	37%				
	Advanced	n/a	n/a	0%	2%					n/a	n/a	n/a	0%					n/a	n/a	n/a	17%				
	No Score	n/a	n/a	7%	4%					n/a	n/a	n/a	4%					n/a	n/a	n/a	1%				
	Proficient or Above	n/a	n/a	22%	42%	7%	20%	21%	n/a	n/a	n/a	26%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19%	-10%	n/a	n/a	n/a	
	Unsatisfactory	n/a	37%	32%	28%					n/a	10%	10%	11%					n/a	n/a	n/a	59%				
8	Partially Proficient	n/a	27%	38%	31%					n/a	61%	70%	63%					n/a	n/a	n/a	20%				
	Proficient	n/a	37%	26%	30%					n/a	24%	16%	15%					n/a	n/a	n/a	9%				
	Advanced	n/a	0%	0%	4%					n/a	2%	0%	4%					n/a	n/a	n/a	4%				
	No Score	n/a	0%	4%	7%					n/a	2%	4%	7%					n/a	n/a	n/a	7%				
	Proficient or Above	n/a	37%	26%	33%	11%	7%	n/a	-4%	n/a	27%	16%	19%	n/a	3%	n/a	-8%	n/a	n/a	n/a	13%	n/a	n/a	n/a	n/a
9	Unsatisfactory	n/a	n/a	23%	18%					n/a	n/a	n/a	11%					n/a	n/a	52%	71%				
	Partially Proficient	n/a	n/a	35%	53%					n/a	n/a	n/a	68%					n/a	n/a	29%	21%				
	Proficient	n/a	n/a	42%	29%					n/a	n/a	n/a	18%					n/a	n/a	16%	5%				
	Advanced	n/a	n/a	0%	0%					n/a	n/a	n/a	3%					n/a	n/a	3%	3%				
	No Score	n/a	n/a	0%	0%					n/a	n/a	n/a	0%					n/a	n/a	0%	0%				
10	Proficient or Above	n/a	n/a	42%	29%	3%	-13%	n/a	n/a	n/a	n/a	n/a	21%	5%	n/a	n/a	n/a	n/a	n/a	19%	8%	n/a	-11%	n/a	n/a

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WINTERGREEN INTERDISTRICT MAGNET SCHOOL

SCHOOL PROFILE (2001-2002)

670 Wintergreen Ave., Hamden, CT 06514

(203) 281-9668

- ✓ Principal: Dale Bernardoni
- ✓ Established in 1998
- ✓ Serving grades K-8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 594
- ✓ Instructional Staff: 74
- ✓ Student/Staff Ratio: 8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—32%
- Asian/Pacific—3%
- Caucasian—56%
- Hispanic—8%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—17%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 96%

State Gain: 0.2% District Gain: 0.5%

Connecticut Mastery Testing Program (CMT)- Wintergreen							
Percentage of students At/Above Goal (Fall 1998 - 2001)							
Subject		Fall 98	Fall 99	Fall 00	Fall 01	Gain	
						1-yr succ	Mult-yr succ
4	Reading	56	50	43	52	9	-4
	Writing	50	42	39	59	20	9
	Mathematics	69	55	42	57	15	-12
6	Reading	*	70	73	70	-3	0
	Writing	*	57	77	71	-6	14
	Mathematics	*	54	64	60	-4	6
8	Reading	*	48	61	65	4	17
	Writing	*	21	56	64	8	43
	Mathematics	*	38	45	52	7	14

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

THOMAS A. EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

2300 N. Locust St., Wilmington, DE 19802

(302) 778-1101

- ✓ Principal: Chuck Hughes
- ✓ Established in 2000
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 887
- ✓ Instructional Staff: 66
- ✓ Student/Staff Ratio: 13.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—97%
- Asian/Pacific—0%
- Caucasian—3%
- Hispanic—0%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—75%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 71%

State Gain: 5.5% District Gain: 5.3%

Delaware Student Testing Program (DSTP)- Thomas A. Edison										
Percentage of Students at each Performance Level: 2000-01 & 2001-02										
Grade	Level	Reading			Mathematics			Writing		
		Spring 2001	Spring 2002	Gain 01-02	Spring 2001	Spring 2002	Gain 01-02	Spring 2001	Spring 2002	Gain 01-02
3	Well Below	43	18		43	40		44	34	
	Below	22	18		24	32		45	60	
	Meets	32	57		30	25		10	6	
	Exceeds	1	4		1	3		0	0	
	Distinguished	2	3		0	0		0	0	
	Meets and Above	35	64	29	31	28	-3	10	6	-4
5	Well Below	33	11		49	39		40	8	
	Below	23	18		21	27		34	72	
	Meets	37	64		30	30		27	20	
	Exceeds	5	6		0	3		0	0	
	Distinguished	1	1		0	1		0	0	
	Meets and Above	44	71	28	31	34	3	27	20	-7
8	Well Below	*	20		*	63		*	15	
	Below	*	22		*	21		*	50	
	Meets	*	57		*	13		*	35	
	Exceeds	*	2		*	3		*	0	
	Distinguished	*	0		*	0		*	0	
	Meets and Above	*	58	n/a	*	16	n/a	*	35	n/a
Grade	Level	Science			Social Studies					
		Fall 2000	Fall 2001	Gain 01-02	Fall 2000	Fall 2001	Gain 01-02			
4	Well Below	18	24		38	65				
	Below	26	26		36	24				
	Meets	52	48		24	11				
	Exceeds	3	0		2	0				
	Distinguished	1	2		0	0				
	Meets and Above	56	50	-6	26	11	-16			
6	Well Below	30	23		45	30				
	Below	37	34		35	43				
	Meets	30	41		16	26				
	Exceeds	1	2		3	1				
	Distinguished	2	0		1	0				
	Meets and Above	32	43	11	28	27	-1			
Grade	Level	Science			Social Studies					
		Spring 2001	Spring 2002	Gain 01-02	Spring 2001	Spring 2002	Gain 01-02			
8	Well Below	*	84		*	67				
	Below	*	15		*	27				
	Meets	*	1		*	6				
	Exceeds	*	0		*	0				
	Distinguished	*	0		*	0				
	Meets and Above	*	1	n/a	*	8	n/a			

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The scores displayed in the chart above take into consideration changes that occurred as a result of summer retesting. These scores are not yet publicly available on the state website.

COMMUNITY ACADEMY PUBLIC CHARTER SCHOOL



SCHOOL PROFILE (2001-2002)

1300 Allison St. NW, Washington, DC 20011
(202) 723-4100

- ✓ Principal: Barbara Nophin
- ✓ Established in 2001
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 645
- ✓ Instructional Staff: n/a
- ✓ Student/Staff Ratio: n/a

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—n/a
- Asian/Pacific—n/a
- Caucasian—n/a
- Hispanic—n/a
- Other—n/a

✓ Program Participation

- ESL—n/a
- Special Education—n/a
- Free/Reduced Lunch—n/a

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

TEST SCORES UNAVAILABLE
AT PRESS TIME

Source: hard copies

EDISON-FRIENDSHIP PUBLIC CHARTER SCHOOL

BLOW PIERCE CAMPUS

SCHOOL PROFILE (2001-2002)

725 19th St., Washington, DC 20002

(202) 544-6672

- ✓ Principal: Vonnelle Middleton
- ✓ Established in 1999
- ✓ Serving grades 6-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 757
- ✓ Instructional Staff: 65
- ✓ Student/Staff Ratio: 11.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—100%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—13%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 83%

State Gain: n/a District Gain: n/a

Stanford Achievement Test Series, Ninth Edition- Blow Pierce									
National Percentile Rank of Mean NCE Score (1999-2002)									
Grade	Reading					Gains			
	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
6	21	31	24	36	42	n/a	6	n/a	11
7	18	29	21	32	41	5	9	n/a	12
8	21	35	18	34	41	9	7	10	6
Grade	Mathematics					Gains			
	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
6	26	34	30	41	39	n/a	-2	n/a	5
7	18	25	23	31	41	0	10	n/a	16
8	21	29	17	25	37	6	12	3	8

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-FRIENDSHIP PUBLIC CHARTER SCHOOL

CHAMBERLAIN CAMPUS

SCHOOL PROFILE (2001-2002)

1345 Potomac Ave. SE, Washington, DC

20003; (202) 547-5800

- ✓ Principal: John Pannell
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 906
- ✓ Instructional Staff: 71
- ✓ Student/Staff Ratio: 12.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—99%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—90%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 94%

State Gain: n/a District Gain: n/a

Stanford Achievement Test Series, Ninth Edition- Chamberlain											
National Percentile Rank of Mean NCE Score (1998-2002)											
Grade	Reading							Gains			
	Fall 98	Spring 99	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
1	35	35	51	42	55	56	67	n/a	11	n/a	32
2	31	40	28	35	32	40	66	10	26	n/a	26
3	25	34	33	41	32	35	57	17	22	15	23
4	20	35	25	39	27	37	42	7	5	7	7
5	16	32	27	45	28	43	50	13	7	9	18
Grade	Mathematics							Gains			
	Fall 98	Spring 99	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
1	18	33	33	39	35	50	64	n/a	14	n/a	31
2	25	46	21	47	35	38	72	22	34	n/a	26
3	19	38	26	52	33	47	66	28	19	27	28
4	24	34	30	43	44	42	53	6	11	6	19
5	17	35	24	42	35	51	63	21	12	11	28

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-FRIENDSHIP PUBLIC CHARTER SCHOOL

WOODRIDGE CAMPUS

SCHOOL PROFILE (2001-2002)

2959 Carlton Ave. NE, Washington, DC

20018; (202) 547-5800

- ✓ Principal: Clara Whitley-Canty
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 397
- ✓ Instructional Staff: 24
- ✓ Student/Staff Ratio: 16.5/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—100%
 - Asian/Pacific—0%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation
 - ESL—0%
 - Special Education—6%
 - Free/Reduced Lunch—42%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 91%

State Gain: n/a District Gain: n/a

Stanford Achievement Test Series, Ninth Edition- Woodridge											
National Percentile Rank of Mean NCE Score (1998-2002)											
Grade	Reading							Gains			
	Fall 98	Spring 99	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Multi-yr same	Multi-yr succ
1	42	39	50	63	58	63	73	n/a	10	n/a	34
2	33	30	30	46	42	44	50	-13	6	n/a	20
3	26	21	27	43	37	48	48	4	0	-15	27
4	27	26	26	40	28	44	53	5	9	7	27
5	21	31	27	40	24	36	40	-4	4	-3	9
Grade	Mathematics							Gains			
	Fall 98	Spring 99	Fall 99	Spring 00	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ	Multi-yr same	Multi-yr succ
1	29	42	25	60	46	63	74	n/a	11	n/a	32
2	27	28	26	59	37	48	64	1	16	n/a	36
3	22	16	30	38	34	38	61	13	23	1	45
4	33	40	27	37	37	41	57	19	16	-2	17
5	19	29	29	41	32	34	40	-1	6	2	11

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-FRIENDSHIP PUBLIC CHARTER SCHOOL

CARTER G. WOODSON CAMPUS

SCHOOL PROFILE (2001-2002)

4100 Minnesota Ave., Washington, DC 20019
(202) 396-6600

- ✓ Principal: Linette Adams
- ✓ Established in 2000
- ✓ Serving grades 9-11
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 706
- ✓ Instructional Staff: 38
- ✓ Student/Staff Ratio: 18.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—97%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—2%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—12%
- Free/Reduced Lunch—57%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

Stanford Achievement Test Series Woodson					
National Percentile Rank of Mean NCE Score (2001-02)					
Grade	Reading			Gains	
	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ
9	23	28	27	n/a	-1
10	28	34	26	-2	-8
11	n/a	n/a	25	-9	n/a
Grade	Mathematics			Gains	
	Fall 00	Spring 01	Spring 02	1-yr same	1-yr succ
9	21	37	34	n/a	-3
10	26	38	28	-9	-10
11	n/a	n/a	26	-12	n/a

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.



SOUTHEAST ACADEMY OF SCHOLASTIC EXCELLENCE PUBLIC CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

645 Milwaukee Place SE, Washington, DC

20032; (202) 562-1980

✓ Principal: Julie Doar

✓ Established in 2001

✓ Serving grades K-8

✓ Type of Partnership: Independent Charter

✓ Enrollment: 600

✓ Instructional Staff: n/a

✓ Student/Staff Ratio: n/a

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—n/a

• Asian/Pacific—n/a

• Caucasian—n/a

• Hispanic—n/a

• Other—n/a

✓ Program Participation

• ESL—n/a

• Special Education—n/a

• Free/Reduced Lunch—n/a

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 68%

State Gain: n/a District Gain: n/a

SAT9 -- Southeast	
NPR of Mean NCE (Spring 2002)	
Grade	Reading Spring 02
1	32
2	23
3	23
4	35
5	25
6	35
7	27
8	31
Grade	Mathematics Spring 02
1	40
2	13
3	32
4	35
5	18
6	35
7	29
8	21

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

HENRY E. S. REEVES ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

2005 NW 111th St., Miami, FL 33167

(305) 953-7243

- ✓ Principal: Beryl James
- ✓ Established in 1996
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,026
- ✓ Instructional Staff: 598
- ✓ Student/Staff Ratio: 17.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—78%
- Asian/Pacific—1%
- Caucasian—1%
- Hispanic—20%
- Other—0%

✓ Program Participation

- ESL—15%
- Special Education—10%
- Free/Reduced Lunch—77%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 87%

State Gain: 3.3% District Gain: 5.5%

Florida Comprehensive Assessment Test (FCAT)- Reeves ES															
Percentage of students at each performance level (Spring 1999-2002)															
3- Reading		1999	2000	2001	2002	Succ 01-02	Succ 99-02	3- Math		1999	2000	2001	2002	Succ 01-02	Succ 99-02
	Level 1	n/a	n/a	n/a	61%				Level 1	n/a	n/a	n/a	63%		
	Level 2	n/a	n/a	n/a	17%				Level 2	n/a	n/a	n/a	21%		
	Level 3	n/a	n/a	n/a	19%				Level 3	n/a	n/a	n/a	14%		
	Level 4	n/a	n/a	n/a	3%				Level 4	n/a	n/a	n/a	2%		
	Level 5	n/a	n/a	n/a	0%				Level 5	n/a	n/a	n/a	0%		
4- Reading	Level 3+	n/a	n/a	n/a	22%	n/a	n/a <th rowspan="6">4- Math</th> <th>Level 3+</th> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>16%</td> <td>n/a</td> <td>n/a</td>	4- Math	Level 3+	n/a	n/a	n/a	16%	n/a	n/a
		1999	2000	2001	2002	Succ 01-02	Succ 99-02			1999	2000	2001	2002	Succ 01-02	Succ 99-02
	Level 1	62%	57%	53%	51%				Level 1	n/a	n/a	n/a	57%		
	Level 2	13%	17%	20%	17%				Level 2	n/a	n/a	n/a	22%		
	Level 3	18%	17%	22%	18%				Level 3	n/a	n/a	n/a	13%		
	Level 4	7%	7%	5%	15%				Level 4	n/a	n/a	n/a	7%		
5- Reading	Level 5	0%	2%	0%	0%		<th rowspan="6">5- Math</th> <th>Level 5</th> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>1%</td> <td></td> <td></td>	5- Math	Level 5	n/a	n/a	n/a	1%		
	Level 3+	25%	26%	27%	33%	6%	8%		Level 3+	n/a	n/a	n/a	21%	n/a	n/a
		1999	2000	2001	2002	Succ 01-02	Succ 99-02			1999	2000	2001	2002	Succ 01-02	Succ 99-02
	Level 1	n/a	n/a	n/a	56%				Level 1	62%	49%	48%	55%		
	Level 2	n/a	n/a	n/a	19%				Level 2	25%	21%	27%	24%		
	Level 3	n/a	n/a	n/a	20%				Level 3	9%	17%	14%	18%		
5- Reading	Level 4	n/a	n/a	n/a	4%		<th rowspan="3">5- Math</th> <th>Level 4</th> <td>3%</td> <td>9%</td> <td>9%</td> <td>3%</td> <td></td> <td></td>	5- Math	Level 4	3%	9%	9%	3%		
	Level 5	n/a	n/a	n/a	1%		<th>Level 5</th> <td>1%</td> <td>4%</td> <td>2%</td> <td>0%</td> <td></td> <td></td>		Level 5	1%	4%	2%	0%		
	Level 3+	n/a	n/a	n/a	25%	n/a	n/a		Level 3+	13%	30%	25%	21%	-4%	8%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

CHARLES R. DREW CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

301 East Lake Blvd., Atlanta, GA 30317

(404) 687-0001

✓ Principal: Karen Eldridge

✓ Established in 2000

✓ Serving grades K-6

✓ Type of Partnership: Independent Charter

✓ Enrollment: 612

✓ Instructional Staff: 66

✓ Student/Staff Ratio: 9.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—98%

• Asian/Pacific—0%

• Caucasian—0%

• Hispanic—0%

• Other—2%

✓ Program Participation

• ESL—0%

• Special Education—10%

• Free/Reduced Lunch—77%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 94%

State Gain: 3.7% District Gain: 0.7%

Criterion Referenced Competency Test: Drew									
Grade 4	Reading		Gain	ELA		Gain	Mathematics		Gain
Performance Level	2001	2002	Succ 01-02	2001	2002	Succ 01-02	2001	2002	Succ 01-02
Level I	69	48		56	44		79	67	
Level II	21	44		44	53		21	31	
Level III	10	8		0	3		0	2	
Level II and Above	31	52	21	44	56	12	21	33	12

Criterion Referenced Competency Test: Drew									
	Grade 1	Grade 2	Grade 3	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
Performance Level	Reading					Science			
	2002	2002	2002	2002	2002	2002	2002	2002	2002
Level I	34	26	40	30	27	51	52	38	29
Level II	49	51	45	54	48	49	48	61	71
Level III	17	23	15	16	24	0	0	1	0
Level II and Above	66	74	60	70	72	49	48	62	71
Performance Level	ELA					Social Studies			
	2002	2002	2002	2002	2002	2002	2002	2002	2002
Level I	29	31	37	30	46	46	48	37	37
Level II	60	62	53	64	45	53	51	63	61
Level III	11	7	9	6	8	1	1	0	2
Level II and Above	71	69	62	70	53	54	52	63	63
Performance Level	Mathematics								
	2002	2002	2002	2002	2002				
Level I	34	34	48	49	42				
Level II	61	57	49	46	54				
Level III	4	9	2	6	4				
Level II and Above	65	66	51	52	58				

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

MARTIN LUTHER KING, JR. EDISON

SCHOOL PROFILE (2001-2002)

1307 Shurling Dr., Macon, GA 31211

(912) 751-6742

✓ Principal: Benji Spann-Colbert

✓ Established in 1999

✓ Serving grades 3-6

✓ Type of Partnership: District Contract

✓ Enrollment: 403

✓ Instructional Staff: 30

✓ Student/Staff Ratio: 13.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—97%

• Asian/Pacific—0%

• Caucasian—3%

• Hispanic—0%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—6%

• Free/Reduced Lunch—95%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 72%

State Gain: 3.4% District Gain: 1.3%

Criterion Referenced Competency Test: King											
Grade	Performance Level	Reading			Gain		ELA			Gain	
		2000	2001	2002	Succ 01-02	Succ 00-02	2000	2001	2002	Succ 01-02	Succ 00-02
4	Level I	79%	65%	59%			69%	66%	60%		
	Level II	18%	32%	34%			31%	34%	36%		
	Level III	3%	3%	8%			0%	0%	5%		
	Level II and Above	21%	35%	42%	7%	21%	31%	34%	41%	7%	10%
6	Level I	54%	59%	41%			65%	78%	68%		
	Level II	34%	36%	49%			29%	22%	29%		
	Level III	12%	5%	10%			5%	0%	3%		
	Level II and Above	46%	41%	59%	18%	13%	34%	22%	32%	10%	-2%
Grade	Performance Level	Mathematics			Gain		Social Studies		Science		
		2000	2001	2002	Succ 01-02	Succ 00-02	2000	2001	2002	Succ 01-02	Succ 00-02
4	Level I	84%	88%	81%			55%	57%			
	Level II	16%	12%	18%			43%	41%			
	Level III	0%	0%	1%			2%	2%			
	Level II and Above	16%	12%	19%	7%	3%	45%	43%			
6	Level I	67%	82%	68%			60%	48%			
	Level II	30%	18%	32%			40%	52%			
	Level III	3%	0%	0%			0%	0%			
	Level II and Above	33%	18%	32%	14%	-1%	40%	52%			

Criterion Referenced Competency Test: MLK				
	Grade 3		Grade 5	
Performance Level	Reading		Science	
	2002	2002	2002	2002
Level I	44%	52%	72%	57%
Level II	52%	43%	28%	43%
Level III	5%	5%	0%	0%
Level II and Above	57%	48%	28%	43%
Performance Level	ELA		Social Studies	
	2002	2002	2002	2002
Level I	43%	52%	45%	60%
Level II	48%	47%	55%	39%
Level III	10%	1%	0%	1%
Level II and Above	58%	48%	55%	40%
Performance Level	Mathematics			
	2002	2002		
Level I	66%	68%		
Level II	34%	30%		
Level III	0%	2%		
Level II and Above	34%	32%		

RILEY-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

3522 Greenbriar Rd., Macon, GA 31214

(912) 751-6746

✓ Principal: Sharon Morris Sellers

✓ Established in 1999

✓ Serving grades K-6

✓ Type of Partnership: District Contract

✓ Enrollment: 468

✓ Instructional Staff: 43

✓ Student/Staff Ratio: 10.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—98%

• Asian/Pacific—0%

• Caucasian—1%

• Hispanic—0%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—4%

• Free/Reduced Lunch—95%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 3.4% District Gain: 1.3%

Criterion Referenced Competency Test: Riley										
Grade	Performance Level	Reading				Gain		ELA		
		2000	2001	2002	Succ 01-02	Succ 00-02	2000	2001	2002	Succ 01-02
4	Level I	64%	48%	48%			52%	40%	48%	
	Level II	33%	44%	43%			47%	55%	50%	
	Level III	3%	8%	8%			2%	5%	2%	
	Level II and Above	36%	52%	51%	-1%	15%	49%	60%	52%	-8%
6	Level I	18%	34%	30%			34%	56%	65%	
	Level II	55%	47%	58%			53%	38%	35%	
	Level III	27%	19%	12%			13%	6%	0%	
	Level II and Above	82%	66%	70%	4%	-12%	66%	44%	35%	-9%
Grade	Performance Level	Mathematics				Gain		Social Studies		
		2000	2001	2002	Succ 01-02	Succ 00-02	2000	2001	2002	Succ 01-02
4	Level I	73%	48%	75%			40%	55%		
	Level II	27%	51%	25%			60%	45%		
	Level III	0%	1%	0%			0%	0%		
	Level II and Above	27%	52%	25%	-27%	-2%	60%	45%		
6	Level I	29%	55%	63%			40%	58%		
	Level II	63%	37%	35%			58%	42%		
	Level III	8%	8%	2%			2%	0%		
	Level II and Above	71%	48%	37%	-8%	-34%	60%	42%		

Criterion Referenced Competency Test: Riley						
Performance Level	Grade 1	Grade 2	Grade 3	Grade 5	Grade 3	Grade 5
	2002	2002	2002	2002	2002	2002
Reading						
Level I	40%	40%	49%	19%	56%	30%
Level II	48%	43%	45%	62%	44%	68%
Level III	12%	17%	5%	19%	0%	2%
Level II and Above	60%	60%	50%	81%	44%	70%
ELA						
Level I	39%	45%	45%	15%	44%	28%
Level II	53%	51%	51%	74%	56%	70%
Level III	8%	4%	4%	11%	0%	2%
Level II and Above	61%	55%	55%	85%	56%	72%
Mathematics						
Level I	44%	43%	49%	25%		
Level II	50%	54%	47%	66%		
Level III	6%	2%	4%	9%		
Level II and Above	56%	56%	51%	75%		

Source: hard copies

CHICAGO INTERNATIONAL CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

1309 W. 95th St., Chicago, IL 60643

(773) 238-5330

- ✓ Principal: Robert Lang
- ✓ Established in 1999
- ✓ Serving grades K-12
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 1,250
- ✓ Instructional Staff: 113
- ✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—99%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—1%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—10%
- Free/Reduced Lunch—68%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 85%

(ISAT) State Gain: -0.3% District Gain: 1.0%

(ITBS) State Gain: n/a District Gain: 0.8

Iowa Test of Basic Skills- Chicago International Charter School, Longwood Campus								
Median Percentile Rank (Spring 2000-Spring 2002)								
	Grade	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
Reading Comprehension	3	44	35	53	n/a	18	n/a	9
	4	41	41	47	12	6	n/a	6
	5	32	47	57	16	10	13	25
	6	41	38	39	-8	1	-2	-2
	7	35	36	45	7	9	13	10
	8	36	42	60	24	18	19	24
	9	37	20	33	-9	13	-2	-4
	10	30	25	33	13	8	-3	3
Mathematics "Total"	3	40	50	69	n/a	19	n/a	29
	4	46	42	55	5	13	n/a	9
	5	43	46	68	26	22	28	25
	6	45	40	42	-4	2	-4	-3
	7	38	34	41	1	7	-2	3
	8	42	36	42	8	6	-3	0
	9	29	33	n/a	n/a	n/a	n/a	n/a
	10	29	26	n/a	n/a	n/a	n/a	n/a

Source: hard copy

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.
 The state only reports scores for all of the Chicago International Charter School campuses combined and does not report separate scores for CICS Longwood. The scores above take into consideration only those students attending the Longwood campus.

Chicago International Charter School-Longwood Campus Illinois Standard Achievement Tests (ISAT)												
Percentage of students at each performance level (Spring 2000-2002), Grade 3												
	Reading			Gain	Mathematics			Gain	Writing			Gain
	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year
Level I	5.0%	9.4%	5.9%		7.0%	8.7%	3.9%		16.0%	9.4%	6.7%	
Level II	58.0%	49.1%	58.8%		30.0%	31.5%	17.6%		60.0%	38.7%	42.3%	
Level III	33.0%	36.8%	30.4%		51.0%	47.8%	56.9%		25.0%	49.1%	49.0%	
Level IV	5.0%	4.7%	5.9%		11.0%	12.0%	21.6%		0.0%	2.8%	1.9%	
Level III & IV	38.0%	41.5%	36.3%	-5.2%	62.0%	59.8%	78.4%	18.6%	25.0%	51.9%	51.0%	-0.9%
Percentage of students at each performance level (Spring 2000-2002), Grade 5												
	Reading			Gain	Mathematics			Gain	Writing			Gain
	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year
Level I	0.0%	2.0%	1.9%		18.0%	6.7%	1.9%		6.0%	0.0%	1.9%	
Level II	65.0%	66.3%	49.0%		58.0%	59.6%	43.3%		49.0%	34.3%	33.7%	
Level III	32.0%	29.7%	37.5%		24.0%	33.7%	51.9%		42.0%	65.7%	57.7%	
Level IV	3.0%	2.0%	11.5%		0.0%	0.0%	2.9%		3.0%	0.0%	6.7%	
Level III & IV	35.0%	31.7%	49.0%	17.3%	24.0%	33.7%	54.8%	21.1%	45.0%	65.7%	64.4%	-1.3%
Percentage of students at each performance level (Spring 2000-2002), Grade 8												
	Reading			Gain	Mathematics			Gain	Writing			Gain
	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year
Level I	0.0%	0.0%	0.0%		12.0%	7.9%	6.0%		1.0%	4.7%	0.0%	
Level II	38.0%	55.4%	26.8%		77.0%	82.9%	59.0%		46.0%	29.4%	22.0%	
Level III	54.0%	44.6%	68.3%		12.0%	7.9%	28.0%		53.0%	65.9%	70.7%	
Level IV	8.0%	0.0%	3.7%		0.0%	1.3%	6.0%		1.0%	0.0%	7.3%	
Level III & IV	62.0%	44.6%	72.0%	27.4%	12.0%	9.2%	34.0%	24.8%	54.0%	65.9%	78.0%	12.1%
Percentage of students at each performance level (Spring 2000-2002), Grade 4												
	Science			Gain	Social Studies			Gain				
	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year				
Level I	n/a	9.9%	10.0%		n/a	11.7%	10.0%					
Level II	n/a	45.0%	39.0%		n/a	52.3%	40.0%					
Level III	n/a	43.2%	50.0%		n/a	34.2%	49.0%					
Level IV	n/a	1.8%	1.0%		n/a	1.8%	1.0%					
Level III & IV	n/a	45.0%	51.0%	6.0%	n/a	36.0%	50.0%	14.0%				
Percentage of students at each performance level (Spring 2000-2002), Grade 7												
	Science			Gain	Social Studies			Gain				
	Spring 00	Spring 01	Spring 02	1 year	Spring 00	Spring 01	Spring 02	1 year				
Level I	n/a	3.6%	23.3%		n/a	21.8%	1.1%					
Level II	n/a	78.2%	27.8%		n/a	40.0%	59.6%					
Level III	n/a	18.2%	47.8%		n/a	36.4%	39.3%					
Level IV	n/a	0.0%	1.1%		n/a	1.8%	0.0%					
Level III & IV	n/a	18.2%	48.9%	30.7%	n/a	38.2%	39.3%	1.1%				

Source: hard copy

FEITSHANS-EDISON

SCHOOL PROFILE (2001-2002)

1101 South 15th St., Springfield, IL 62703

(773) 238-5330

- ✓ Principal: Christine Stahly
- ✓ Established in 2000
- ✓ Serving grades K-6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 614
- ✓ Instructional Staff: 59
- ✓ Student/Staff Ratio: 10.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—67%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—33%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—9%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 77%

State Gain: -1.7% District Gain: 1.8%

Illinois Student Assessment Test (ISAT)- Feitshans									
Percentage of students at each Performance Level (Spring 2001-2002)									
Grade 3		2001	2002	Gain		Grade 5		2001	2002
				1 year	Multi year				
Reading	Level I: Academic Warning	15%	19%			Level I: Academic Warning	3%	2%	
	Level II: Below Standards	55%	54%			Level II: Below Standards	67%	50%	
	Level III: Meets Standards	29%	27%			Level III: Meets Standards	20%	35%	
	Level IV: Exceeds Standards	1%	0%			Level IV: Exceeds Standards	11%	13%	
	Level III & IV	30%	27%	-3%	n/a	Level III & IV	31%	48%	17%
Mathematics	Level I: Academic Warning	18%	25%			Level I: Academic Warning	5%	4%	
	Level II: Below Standards	45%	44%			Level II: Below Standards	63%	51%	
	Level III: Meets Standards	34%	31%			Level III: Meets Standards	32%	43%	
	Level IV: Exceeds Standards	2%	1%			Level IV: Exceeds Standards	0%	1%	
	Level III & IV	36%	32%	-4%	n/a	Level III & IV	32%	44%	12%
Writing	Level I: Academic Warning	15%	19%			Level I: Academic Warning	4%	0%	
	Level II: Below Standards	41%	53%			Level II: Below Standards	60%	29%	
	Level III: Meets Standards	43%	29%			Level III: Meets Standards	35%	70%	
	Level IV: Exceeds Standards	1%	0%			Level IV: Exceeds Standards	1%	1%	
	Level III & IV	44%	29%	-15%	n/a	Level III & IV	36%	71%	35%
Grade 4		2001	2002	Gain					
				1 year	Multi year				
Science	Level I: Academic Warning	18%	21%						
	Level II: Below Standards	47%	49%						
	Level III: Meets Standards	33%	29%						
	Level IV: Exceeds Standards	2%	1%						
	Level III & IV	35%	30%	-5%	n/a				
Social Studies	Level I: Academic Warning	27%	38%						
	Level II: Below Standards	44%	46%						
	Level III: Meets Standards	29%	16%						
	Level IV: Exceeds Standards	0%	0%						
	Level III & IV	29%	16%	-13%	n/a				

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

FRANKLIN-EDISON SCHOOL

SCHOOL PROFILE (2001-2002)

807 W. Columbia Terrace, Peoria, IL 61606

(309) 672-6510

✓ Principal: Valda Shipp

✓ Established in 1999

✓ Serving grades K-4

✓ Type of Partnership: District Contract

✓ Enrollment: 611

✓ Instructional Staff: 53

✓ Student/Staff Ratio: 11.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—81%

• Asian/Pacific—1%

• Caucasian—13%

• Hispanic—6%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—16%

• Free/Reduced Lunch—88%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 86%

State Gain: 1.2% District Gain: 4.8%

Illinois Standard Achievement Tests (ISAT)-Franklin

Percentage of students at each performance level (Spring 2000-2002), Grade 3

	Reading			Gain		Mathematics			Gain	
	Spring 00	Spring 01	Spring 02	1 year	Mult-yr	Spring 00	Spring 01	Spring 02	1 year	Mult-yr
Level I	16%	13%	5%			49%	12%	7%		
Level II	61%	58%	47%			35%	42%	19%		
Level III	17%	25%	44%			15%	39%	48%		
Level IV	6%	3%	5%			1%	6%	27%		
Level III & IV	23%	28%	49%	21%	26%	16%	45%	75%	30%	59%
	Writing			Gain						
	Spring 00	Spring 01	Spring 02	1 year	Mult-yr					
Level I	22%	24%	4%							
Level II	64%	60%	48%							
Level III	15%	16%	45%							
Level IV	0%	0%	3%							
Level III & IV	15%	16%	48%	32%	33%					
Percentage of students at each performance level (Spring 2000-2002), Grade 4										
	Science			Gain		Social Studies			Gain	
	Spring 00	Spring 01	Spring 02	1 year	Mult-yr	Spring 00	Spring 01	Spring 02	1 year	Mult-yr
Level I	1%	7%	17%			30%	16%	20%		
Level II	66%	48%	50%			40%	59%	60%		
Level III	32%	41%	29%			30%	23%	19%		
Level IV	1%	4%	4%			0%	2%	0%		
Level III & IV	33%	45%	33%	-12%	0%	30%	25%	19%	-6%	-11%

Source: <http://206.166.105.128/ReportCard/home.asp>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

LOUCKS EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

2503 N. University, Peoria, IL 61604

(309) 672-6544

- ✓ Principal: Thomas Welsh
- ✓ Established in 2000
- ✓ Serving grades 5-8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 508
- ✓ Instructional Staff: 44
- ✓ Student/Staff Ratio: 11.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—78%
- Asian/Pacific—4%
- Caucasian—17%
- Hispanic—1%
- Other—0%

✓ Program Participation

- ESL—1%
- Special Education—16%
- Free/Reduced Lunch—89%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 92%

State Gain: -0.7% District Gain: -0.6%

Illinois Standard Achievement Tests (ISAT) Loucks									
Percentage at each Achievement Level - Grade 5									
	Reading			Mathematics			Writing		
	Spring 01	Spring 02	1 Yr. Gain	Spring 01	Spring 02	1 Yr. Gain	Spring 01	Spring 02	1 Yr. Gain
Level I	1%	4%		9%	6%		7%	2%	
Level II	65%	63%		47%	51%		46%	42%	
Level III	25%	27%		44%	42%		44%	55%	
Level IV	9%	6%		0%	1%		3%	1%	
Level III & IV	34%	33%	-1%	44%	43%	-1%	47%	56%	9%
Percentage at each Achievement Level - Grade 8									
	Reading			Mathematics			Writing		
	Spring 01	Spring 02	1 Yr. Gain	Spring 01	Spring 02	1 Yr. Gain	Spring 01	Spring 02	1 Yr. Gain
Level I	0%	3%		15%	21%		9%	14%	
Level II	60%	54%		71%	57%		63%	57%	
Level III	40%	39%		14%	17%		28%	29%	
Level IV	0%	4%		0%	4%		0%	0%	
Level III & IV	40%	43%	3%	14%	21%	7%	28%	29%	1%
Percentage at each Level - Grade 7									
	Science			Social Studies					
	Spring 01	Spring 02	1 Yr. Gain	Spring 01	Spring 02	1 Yr. Gain			
Level I	31%	25%		3%	7%				
Level II	31%	26%		73%	67%				
Level III	39%	48%		23%	26%				
Level IV	0%	1%		1%	0%				
Level III & IV	39%	49%	10%	24%	26%	2%			

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

NORTHMOOR-EDISON SCHOOL

SCHOOL PROFILE (2001-2002)

1819 W. Northmoor Rd., Peoria, IL 61615

(202) 547-5800

- ✓ Principal: Ginger Abel
- ✓ Established in 1999
- ✓ Serving grades K-4
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 502
- ✓ Instructional Staff: 53
- ✓ Student/Staff Ratio: 9.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—39%
- Asian/Pacific—4%
- Caucasian—54%
- Hispanic—3%
- Other—0%

✓ Program Participation

- ESL—2%
- Special Education—9%
- Free/Reduced Lunch—39%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 93%

State Gain: 1.2% District Gain: 4.8%

Illinois Student Assessment Test (ISAT)- Northmoor						
Percentage of students at each Performance Level (Spring 2000-2002)						
Grade 3					Gain	
		2000	2001	2002	1-yr	Mult-yr
Reading	Level I: Academic Warning	3%	4%	0%		
	Level II: Below Standards	37%	31%	45%		
	Level III: Meets Standards	37%	48%	41%		
	Level IV: Exceeds Standards	24%	17%	14%		
	Level III & IV	61%	65%	55%	-10%	-6%
Mathematics	Level I: Academic Warning	15%	4%	1%		
	Level II: Below Standards	21%	21%	23%		
	Level III: Meets Standards	48%	44%	46%		
	Level IV: Exceeds Standards	16%	32%	30%		
	Level III & IV	64%	76%	76%	0%	12%
Writing	Level I: Academic Warning	7%	0%	9%		
	Level II: Below Standards	43%	37%	45%		
	Level III: Meets Standards	49%	63%	45%		
	Level IV: Exceeds Standards	0%	0%	2%		
	Level III & IV	49%	63%	47%	-16%	-2%
Grade 4					Gain	
		2000	2001	2002	1 year	Multi year
Science	Level I: Academic Warning	0%	3%	5%		
	Level II: Below Standards	33%	25%	31%		
	Level III: Meets Standards	58%	62%	42%		
	Level IV: Exceeds Standards	9%	10%	22%		
	Level III & IV	67%	72%	64%	-8%	-3%
Social Studies	Level I: Academic Warning	8%	4%	8%		
	Level II: Below Standards	30%	30%	24%		
	Level III: Meets Standards	58%	58%	58%		
	Level IV: Exceeds Standards	4%	7%	10%		
	Level III & IV	62%	65%	68%	3%	6%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

ROLLING ACRES-EDISON

SCHOOL PROFILE (2001-2002)

5617 N. Merrimac Dr., Peoria, IL 61614

(309) 693-4422

- ✓ Principal: Deloris Turner
- ✓ Established in 2001
- ✓ Serving grades 5-8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 291
- ✓ Instructional Staff: 25
- ✓ Student/Staff Ratio: 11.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—34%
- Asian/Pacific—6%
- Caucasian—58%
- Hispanic—2%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—32%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 63%

State Gain: n/a District Gain: n/a

Illinois Student Assessment Test (ISAT)- Rolling Acres				
Percentage of students at each Performance Level (Spring 2002)				
Grade 5		2001-02	Grade 8	2001-02
Reading	Level I: Academic Warning	1%	Level I: Academic Warning	0%
	Level II: Below Standards	37%	Level II: Below Standards	25%
	Level III: Meets Standards	44%	Level III: Meets Standards	70%
	Level IV: Exceeds Standards	18%	Level IV: Exceeds Standards	6%
	Level III & IV	62%	Level III & IV	76%
Mathematics	Level I: Academic Warning	5%	Level I: Academic Warning	2%
	Level II: Below Standards	36%	Level II: Below Standards	55%
	Level III: Meets Standards	55%	Level III: Meets Standards	40%
	Level IV: Exceeds Standards	5%	Level IV: Exceeds Standards	4%
	Level III & IV	60%	Level III & IV	44%
Writing	Level I: Academic Warning	5%	Level I: Academic Warning	0%
	Level II: Below Standards	53%	Level II: Below Standards	26%
	Level III: Meets Standards	42%	Level III: Meets Standards	72%
	Level IV: Exceeds Standards	0%	Level IV: Exceeds Standards	2%
	Level III & IV	42%	Level III & IV	74%
Grade 7		2001-02		
Science	Level I: Academic Warning	5%		
	Level II: Below Standards	18%		
	Level III: Meets Standards	68%		
	Level IV: Exceeds Standards	9%		
	Level III & IV	77%		
Social Studies	Level I: Academic Warning	0%		
	Level II: Below Standards	39%		
	Level III: Meets Standards	56%		
	Level IV: Exceeds Standards	5%		
	Level III & IV	61%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

JEFFERSON-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

1027 Marquette St., Davenport, IA 52804

(319) 942-6679

✓ Principal: Bob McGarry

✓ Established in 1999

✓ Serving grades K-5

✓ Type of Partnership: District Contract

✓ Enrollment: 503

✓ Instructional Staff: 50

✓ Student/Staff Ratio: 10.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—38%

• Asian/Pacific—0%

• Caucasian—33%

• Hispanic—28%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—9%

• Free/Reduced Lunch—94%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 98%

State Gain: n/a District Gain: n/a

Iowa Test of Basic Skills- Jefferson-Edison								
National Percentile Rank of Average National Student Norms (1999-2002)								
Grade	Reading						Gains	
	Fall 99	Fall 00	Spring 01	Fall 01	Spring 02	Fall 02	Succ 01-02	Same 01-02
1	n/a	22	35	31	36	28	-3	n/a
2	n/a	27	35	31	30	40	9	9
3	17	26	29	29	30	35	6	4
4	23	18	27	33	31	36	3	7
5	n/a	20	22	31	34	33	2	0
Grade	Mathematics						Gains	
	Fall 99	Fall 00	Spring 01	Fall 01	Spring 02	Fall 02	Succ 01-02	Same 01-02
1	n/a	24	31	42	35	45	3	n/a
2	n/a	22	26	25	23	38	13	-4
3	20	29	36	30	31	50	20	25
4	25	25	28	37	33	39	2	9
5	n/a	22	24	33	35	38	5	1
Grade	Science						Gains	
	Fall 99	Fall 00	Spring 01	Fall 01	Spring 02	Fall 02	Succ 01-02	Same 01-02
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	25	22	27	26	39	12	n/a
3	29	39	29	33	35	47	14	20
4	23	29	32	35	34	43	8	10
5	n/a	22	28	35	35	44	9	9
Grade	Language						Gains	
	Fall 99	Fall 00	Spring 01	Fall 01	Spring 02	Fall 02	Succ 01-02	Same 01-02
1	n/a	29	28	50	41	63	13	n/a
2	n/a	22	31	23	18	40	17	-10
3	13	29	35	31	32	38	7	15
4	20	17	26	36	39	41	5	10
5	n/a	16	22	33	40	43	10	7
Grade	Social Studies						Gains	
	Fall 99	Fall 00	Spring 01	Fall 01	Spring 02	Fall 02	Succ 01-02	Same 01-02
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	25	29	32	27	42	10	n/a
3	29	30	33	34	32	52	18	20
4	22	21	31	36	33	40	4	6
5	n/a	13	22	33	33	31	-2	-5

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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DODGE-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

4801 West 2nd St., Wichita, KS 67212

(316) 942-6679

- ✓ Principal: Dan Loon
- ✓ Established in 1995
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 627
- ✓ Instructional Staff: 62
- ✓ Student/Staff Ratio: 10.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—29%
- Asian/Pacific—1%
- Caucasian—56%
- Hispanic—10%
- Other—4%

✓ Program Participation

- ESL—0%
- Special Education—6%
- Free/Reduced Lunch—68%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 79%

State Gain: n/a District Gain: 1.7%

Wichita Benchmark Assessments- Dodge							
Percentage of students Meeting Performance Standards (Spring 1998-2002)							
Grade	Reading					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	46.3%	85.1%	71.3%	86.6%	92.3%	5.7%	46.0%
5	42.9%	67.8%	45.2%	78.0%	76.8%	-1.2%	33.9%
Grade	Math					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	53.9%	82.6%	85.3%	83.3%	77.8%	-5.5%	23.9%
5	53.8%	53.9%	65.1%	63.5%	64.8%	1.3%	11.0%
Grade	Writing					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	64.6%	90.6%	88.0%	93.8%	85.2%	-8.6%	20.6%
5	59.4%	85.0%	74.4%	57.5%	69.5%	12.0%	10.1%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-INGALLS PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

2316 E. 10th St., Wichita, KS 67214

(316) 262-5300

- ✓ Principal: Michael Gaithers
- ✓ Established in 1997
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 389
- ✓ Instructional Staff: 51
- ✓ Student/Staff Ratio: 7.6/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—88%
 - Asian/Pacific—3%
 - Caucasian—3%
 - Hispanic—5%
 - Other—1%
- ✓ Program Participation
 - ESL—16%
 - Special Education—11%
 - Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 78%

State Gain: n/a District Gain: n/a

Wichita Benchmark Assessments- Edison-Ingalls							
Percentage of students Meeting Performance Standards (Spring 1998-2002)							
Grade	Reading					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	47.1%	48.9%	62.5%	77.3%	58.5%	-18.8%	11.4%
5	63.5%	51.0%	76.7%	89.5%	46.8%	-42.7%	-16.7%
Grade	Math					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	38.6%	35.6%	65.3%	68.9%	62.5%	-6.4%	23.9%
5	52.6%	39.2%	35.9%	68.6%	39.1%	-29.5%	-13.5%
Grade	Writing					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	59.7%	47.1%	84.0%	80.0%	84.5%	4.5%	24.8%
5	55.9%	81.2%	83.3%	59.3%	69.0%	9.7%	13.1%

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-ISELY PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

2500 E. 18th St., Wichita, KS 67214

(316) 691-1150

- ✓ Principal: Michael Gaithers
- ✓ Established in 1997
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 210
- ✓ Instructional Staff: 29
- ✓ Student/Staff Ratio: 7.2/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—88%
- Asian/Pacific—1%
- Caucasian—7%
- Hispanic—3%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—15%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 85%

State Gain: n/a District Gain: n/a

Wichita Benchmark Assessments- Edison-Isely							
Percentage of students Meeting Performance Standards (Spring 1998-2002)							
Grade	Reading					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	35.3%	56.8%	31.3%	63.9%	58.1%	-5.8%	22.8%
5	22.2%	32.0%	71.9%	63.2%	59.1%	-4.1%	36.9%
Grade	Math					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	46.3%	62.2%	48.9%	35.9%	48.4%	12.5%	2.1%
5	14.8%	32.0%	71.9%	39.0%	26.1%	-12.9%	11.3%
Grade	Writing					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
2	21.6%	60.0%	73.9%	61.5%	90.6%	29.1%	69.0%
5	76.0%	56.0%	80.6%	30.8%	69.6%	38.8%	-6.4%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

JARDINE-EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

3550 Ross Pkwy., Wichita, KS 67210

(316) 682-7775

✓ Principal: Keith Wilson

✓ Established in 1996

✓ Serving grades 6-8

✓ Type of Partnership: District Contract

✓ Enrollment: 848

✓ Instructional Staff: 75

✓ Student/Staff Ratio: 11.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—29%

• Asian/Pacific—8%

• Caucasian—30%

• Hispanic—26%

• Other—7%

✓ Program Participation

• ESL—16%

• Special Education—11%

• Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 86%

State Gain: n/a District Gain: 0.9%

Wichita Benchmark Assessments Jardine							
Percentage of students Meeting Performance Standards (Spring 1998-2002)							
Grade	Mathematics					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
8	57.0%	60.1%	73.0%	81.6%	73.3%	-8.3%	16.3%
Grade	Writing					Gains	
	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
8	n/a	64.0%	65.3%	66.5%	62.3%	-4.2%	-1.7%

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

FURMAN-TEMPLETON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

1200 N. Pennsylvania Ave., Baltimore, MD
21217; (410) 396-0882

- ✓ Principal: Rosalind Lockwood (interim)
- ✓ Established in 2000
- ✓ Serving grades PreK-6
- ✓ Type of Partnership: State Partnership
- ✓ Enrollment: 704
- ✓ Instructional Staff: 70
- ✓ Student/Staff Ratio: 10.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—100%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—93%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 76%

CTBS State Gain: 1.2% District Gain: 3.8%

MSPAP State Gain: -4.7 District Gain: -0.6

CTBS 5/Terra Nova- Furman						
Median National Percentile (Spring 00*-02)						
Grade	Reading			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	21	15	38	23	17	n/a
4	12	19	28	9	16	7
6	n/a	n/a	20	n/a	n/a	8
Grade	Mathematics			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	16	10	34	24	18	n/a
4	9	13	30	17	21	14
6	n/a	n/a	28	n/a	n/a	19
Grade	Language			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	18	18	39	21	21	n/a
4	9	14	28	14	19	10
6	n/a	n/a	31	n/a	n/a	12

* pre-Edison

Maryland School Performance Assessment Program (MSPAP) -- Templeton										
Percentage of students satisfactory										
Subject	Grade 3			Gain		Grade 5			Gain	
	2000*	2001	2002	1-yr	Multi-yr	2000*	2001	2002	1-yr	Multi-yr
Reading	0.0	0.0	2.8	2.8	2.8	2.3	1.9	3.7	1.8	1.4
Writing	3.0	10.0	15.2	5.2	12.2	10.0	0.0	8.0	8.0	-2.0
Language Usage	1.5	7.2	14.3	7.1	12.8	24.0	5.4	17.2	11.8	-6.8
Mathematics	0.0	0.0	1.8	1.8	1.8	2.0	0.0	2.3	2.3	0.3
Science	1.5	0.0	2.7	2.7	1.2	6.0	1.8	12.5	10.7	6.5
Social Studies	1.5	0.0	4.5	4.5	3.0	6.0	0.0	6.8	6.8	0.8

*pre-Edison

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GILMOR ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

1311 N. Gilmor, Baltimore, MD 21217

(410) 396-0820

✓ Principal: Dr. JoAnn Cason

✓ Established in 2000

✓ Serving grades PreK-6

✓ Type of Partnership: State Contract

✓ Enrollment: 639

✓ Instructional Staff: 54

✓ Student/Staff Ratio: 11.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—99%

• Asian/Pacific—0%

• Caucasian—0%

• Hispanic—0%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—9%

• Free/Reduced Lunch—99%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 91%

CTBS State Gain: 1.2% District Gain: 3.8%

MSPAP State Gain: -4.7 District Gain: -0.6

CTBS 5/Terra Nova- Gilmor						
Median National Percentile (Spring 00*-02)						
Grade	Reading			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	24	18	26	8	2	n/a
4	17	13	23	10	6	-1
6	n/a	n/a	30	n/a	n/a	13
Grade	Mathematics			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	17	21	50	29	33	n/a
4	18	22	34	12	16	17
6	n/a	n/a	36	n/a	n/a	18
Grade	Language			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	32	24	38	14	6	n/a
4	13	19	25	6	12	-7
6	n/a	n/a	38	n/a	n/a	25

* pre-Edison

Maryland School Performance Assessment Program (MSPAP) – Gilmor										
Percentage of students satisfactory										
Subject	Grade 3			Gain		Grade 5			Gain	
	2000*	2001	2002	1-yr	Multi-yr	2000*	2001	2002	1-yr	Multi-yr
Reading	14.0	5.1	5.2	0.1	-8.8	5.0	6.3	7.4	1.1	2.4
Writing	25.8	15.2	14.1	-1.1	-11.7	6.3	6.1	16.9	10.8	10.6
Language Usage	15.0	11.5	8.6	-2.9	-6.4	16.1	13.9	33.8	19.9	17.7
Mathematics	16.4	7.6	18.8	11.2	2.4	9.4	11.0	20.8	9.8	11.4
Science	19.4	6.3	7.1	0.8	-12.3	7.8	9.8	26.0	16.2	18.2
Social Studies	12.9	8.9	5.9	-3.0	-7.0	7.8	8.5	18.2	9.7	10.4

*pre-Edison

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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MONTEBELLO ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

2040 E. 32nd St., Baltimore, MD 21218

(410) 396-6506

✓ Principal: Sarah Horsey

✓ Established in 2000

✓ Serving grades PreK-6

✓ Type of Partnership: State Partnership

✓ Enrollment: 999

✓ Instructional Staff: 66

✓ Student/Staff Ratio: 15.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—99%

• Asian/Pacific—0%

• Caucasian—0%

• Hispanic—0%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—11%

• Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 97%

CTBS State Gain: 1.2% District Gain: 3.8%

MSPAP State Gain: -4.7 District Gain: -0.6

CTBS 5/Terra Nova- Montebello						
Median National Percentile (Spring 00*-02)						
Grade	Reading			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	30	53	69	16	39	n/a
4	21	55	49	-6	28	19
6	n/a	n/a	28	n/a	n/a	7
Grade	Mathematics			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	20	59	72	13	52	n/a
4	15	52	45	-7	30	25
6	n/a	n/a	33	n/a	n/a	18
Grade	Language			Gain		
	Spring 00*	Spring 01	Spring 02	1 yr succ	2 yr succ	2 yr same
2	22	62	65	3	43	n/a
4	18	56	50	-6	32	28
6	n/a	n/a	31	n/a	n/a	13

* pre-Edison

Maryland School Performance Assessment Program (MSPAP) -- Montebello										
Percentage of students satisfactory										
Subject	Grade 3			Gain		Grade 5			Gain	
	2000*	2001	2002	1-yr	Multi-yr	2000*	2001	2002	1-yr	Multi-yr
Reading	9.6	25.2	42.1	16.9	32.5	8.2	21.3	43.4	22.1	35.2
Writing	25.5	39.7	48.8	9.1	23.3	10.0	32.8	37.5	4.7	27.5
Language Usage	18.5	48.6	47.1	-1.5	28.6	24.5	37.7	56.0	18.3	31.5
Mathematics	3.6	34.7	53.7	19.0	50.1	1.7	28.5	64.1	35.6	62.4
Science	1.8	43.0	39.7	-3.3	37.9	8.3	24.1	61.7	37.6	53.4
Social Studies	9.1	40.5	43.0	2.5	33.9	8.3	24.8	54.7	29.9	46.4

*pre-Edison

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

BOSTON RENAISSANCE CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

250 Stuart St., Boston, MA 02116

(617) 357-0900

- ✓ Principal: Roger Harris
- ✓ Established in 1995
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1,296
- ✓ Instructional Staff: 132
- ✓ Student/Staff Ratio: 9.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—80%
- Asian/Pacific—2%
- Caucasian—5%
- Hispanic—13%
- Other—0%
- ✓ Program Participation
 - ESL—5%
 - Special Education—12%
 - Free/Reduced Lunch—63%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 2.9% District Gain: 2.6%

Massachusetts Comprehensive Assessment System (MCAS) – BRCS																	
Percentage of All Students at each Proficiency Level (1998-2002)																	
Grade	Performance Level	Reading					Gains		Grade	Performance Level	English Language Arts					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
3	Proficient	n/a	n/a	n/a	27%	36%			7	Advanced	n/a	n/a	n/a	0%	0%		
	Needs Improvement	n/a	n/a	n/a	43%	52%				Proficient	n/a	n/a	n/a	36%	31%		
	Warning	n/a	n/a	n/a	30%	12%				Needs Improvement	n/a	n/a	n/a	42%	43%		
										Warning	n/a	n/a	n/a	21%	26%		
										Average Scaled Score	n/a	n/a	n/a	231	230		n/a
	Proficient or Above	n/a	n/a	n/a	27%	36%	9%	n/a		Proficient or Above	n/a	n/a	n/a	36%	31%	-5%	n/a
Grade	Performance Level	English Language Arts					Gains		Grade	Performance Level	English Language Arts					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
4	Advanced	0%	0%	0%	3%	1%			8	Advanced	0%	1%	0%	0%	n/a		
	Proficient	2%	3%	3%	23%	19%				Proficient	21%	32%	32%	29%	n/a		
	Needs Improvement	63%	62%	62%	43%	51%				Needs Improvement	45%	45%	51%	49%	n/a		
	Warning	36%	36%	35%	31%	29%				Warning	34%	22%	17%	22%	n/a		
	Average Scaled Score	223	223	223	230	228	-2	5		Average Scaled Score	224	230	231	231	n/a	n/a	n/a
	Proficient or Above	2%	3%	3%	26%	20%	-6%	18%		Proficient or Above	21%	33%	32%	29%	n/a	n/a	n/a
	Performance Level	Mathematics					Gains			Performance Level	Mathematics					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
6	Advanced	1%	0%	3%	4%	5%			8	Advanced	0%	0%	1%	4%	0%		
	Proficient	3%	8%	13%	12%	4%				Proficient	0%	6%	8%	8%	8%		
	Needs Improvement	36%	37%	38%	43%	49%				Needs Improvement	9%	27%	17%	19%	44%		
	Warning	60%	54%	47%	41%	41%				Warning	91%	66%	73%	69%	48%		
	Average Scaled Score	219	220	222	226	225	-1	6		Average Scaled Score	205	213	213	221	222	1	17
	Proficient or Above	4%	8%	16%	16%	9%	-7%	5%		Proficient or Above	0%	6%	9%	12%	8%	-4%	8%
	Performance Level	Mathematics					Gains			Performance Level	History & Social Sciences					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	99-02 Succ
6	Advanced	n/a	n/a	n/a	2%	5%			8	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	6%	20%				Proficient	n/a	1%	0%	0%	1%		
	Needs Improvement	n/a	n/a	n/a	21%	32%				Needs Improvement	n/a	21%	14%	13%	18%		
	Warning	n/a	n/a	n/a	72%	43%				Warning	n/a	79%	86%	87%	81%		
	Average Scaled Score	n/a	n/a	n/a	218	228	10	n/a		Average Scaled Score	n/a	211	209	215	216	1	5
	Proficient or Above	n/a	n/a	n/a	8%	25%	17%	n/a		Proficient or Above	n/a	1%	0%	0%	1%	1	0%

Source: <http://www.doe.mass.edu/mcas/results.html>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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SEVEN HILLS CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

51 Gage St., Worcester, MA 01605

(508) 799-7500

- ✓ Principal: Ewald Charles
- ✓ Established in 1996
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 660
- ✓ Instructional Staff: 59
- ✓ Student/Staff Ratio: 11.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—24%
- Asian/Pacific—0%
- Caucasian—44%
- Hispanic—31%
- Other—1%

✓ Program Participation

- ESL—4%
- Special Education—15%
- Free/Reduced Lunch—59%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 81%

State Gain: 2.9% District Gain: 2.7%

Massachusetts Comprehensive Assessment System (MCAS) – Seven Hills																	
Percentage of All Students at each Proficiency Level (1998-2002)																	
Grade	Performance Level	Reading					Gains		Grade	Performance Level	English Language Arts					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
3	Proficient	n/a	n/a	n/a	49%	54%			7	Advanced	n/a	n/a	n/a	0%	3%		
	Needs Improvement	n/a	n/a	n/a	43%	37%				Proficient	n/a	n/a	n/a	21%	57%		
	Warning	n/a	n/a	n/a	5%	9%				Needs Improvement	n/a	n/a	n/a	59%	38%		
										Warning	n/a	n/a	n/a	20%	3%		
										Average Scaled Score	n/a	n/a	n/a	230	241	11	n/a
	Proficient or Above	n/a	n/a	n/a	49%	54%	5%	n/a		Proficient or Above	n/a	n/a	n/a	21%	60%	39%	n/a
Grade	Performance Level	English Language Arts					Gains		Grade	Performance Level	English Language Arts					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
	Advanced	0%	0%	0%	2%	2%				Advanced	2%	0%	0%	0%	n/a		
	Proficient	5%	5%	6%	20%	36%				Proficient	38%	21%	55%	51%	n/a		
	Needs Improvement	54%	49%	63%	47%	46%				Needs Improvement	38%	46%	41%	42%	n/a		
	Warning	41%	46%	31%	31%	16%				Warning	23%	33%	5%	8%	n/a		
	Average Scaled Score	223	222	223	229	232	3	9		Average Scaled Score	233	227	239	237	n/a	n/a	n/a
	Proficient or Above	5%	5%	6%	22%	38%	16%	33%		Proficient or Above	40%	21%	55%	51%	n/a	n/a	n/a
4	Performance Level	Mathematics					Gains			Performance Level	Mathematics					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ
	Advanced	1%	4%	7%	7%	5%			8	Advanced	4%	0%	1%	6%	5%		
	Proficient	8%	18%	11%	15%	16%				Proficient	17%	5%	21%	13%	2%		
	Needs Improvement	37%	37%	48%	44%	41%				Needs Improvement	17%	15%	32%	31%	52%		
	Warning	53%	41%	34%	34%	38%				Warning	62%	80%	46%	50%	42%		
	Average Scaled Score	221	226	226	229	227	-2	6		Average Scaled Score	219	210	224	225	223	-2	4
	Proficient or Above	9%	22%	18%	22%	21%	-1%	12%		Proficient or Above	21%	5%	22%	19%	7%	-12%	-14%
Grade	Performance Level	Mathematics					Gains		Grade	Performance Level	History & Social Sciences					Gains	
		1998	1999	2000	2001	2002	01-02 Succ	98-02 Succ			1998	1999	2000	2001	2002	01-02 Succ	99-02 Succ
6	Advanced	n/a	n/a	n/a	4%	6%				Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
7	Advanced	n/a	n/a	n/a	0%	0%			9	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
8	Advanced	n/a	n/a	n/a	0%	0%			10	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
9	Advanced	n/a	n/a	n/a	0%	0%			11	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
10	Advanced	n/a	n/a	n/a	0%	0%			12	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
11	Advanced	n/a	n/a	n/a	0%	0%			13	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
12	Advanced	n/a	n/a	n/a	0%	0%			14	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
13	Advanced	n/a	n/a	n/a	0%	0%			15	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
14	Advanced	n/a	n/a	n/a	0%	0%			16	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
15	Advanced	n/a	n/a	n/a	0%	0%			17	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
16	Advanced	n/a	n/a	n/a	0%	0%			18	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
17	Advanced	n/a	n/a	n/a	0%	0%			19	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
18	Advanced	n/a	n/a	n/a	0%	0%			20	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
19	Advanced	n/a	n/a	n/a	0%	0%			21	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a	20%	37%	17%	n/a		Proficient or Above	n/a	3%	3%	4%	5%	1	2%
20	Advanced	n/a	n/a	n/a	0%	0%			22	Advanced	n/a	0%	0%	0%	0%		
	Proficient	n/a	n/a	n/a	16%	31%				Proficient	n/a	3%	3%	4%	5%		
	Needs Improvement	n/a	n/a	n/a	30%	30%				Needs Improvement	n/a	26%	41%	30%	37%		
	Warning	n/a	n/a	n/a	49%	33%				Warning	n/a	71%	56%	66%	58%		
	Average Scaled Score	n/a	n/a	n/a	224	232	8	n/a		Average Scaled Score	n/a	213	217	219	220	1	7
	Proficient or Above	n/a	n/a	n/a													

BAYLOR WOODSON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

28865 Carlyle, Inkster, MI 48141

(734) 721-8990

- ✓ Principal: Judy D'Arcangelis
- ✓ Established in 2000
- ✓ Serving grades K-5
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 767
- ✓ Instructional Staff: 38
- ✓ Student/Staff Ratio: 20.2/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—99%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—0%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—0%
- Free/Reduced Lunch—88%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 68%

State Gain: -3.7% District Gain: n/a

Michigan Educational Assessment Program (MEAP)- Baylor Woodson						
Fourth Grade				Fifth Grade		
	Math		Gains		Writing	
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02
Satisfactory	22.0%	23.6%	n/a	Proficient	11.9%	16.8%
Moderate	24.7%	33.6%		Not Yet Proficient	88.1%	83.2%
Low	53.3%	42.9%				
	Reading		Gains		Science	
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02
Satisfactory	10.1%	16.8%	6.7%	Proficient	2.2%	16.6%
Moderate	30.9%	16.1%		Novice	50.0%	43.6%
Low	59.1%	67.2%		Not Yet Novice	47.8%	39.8%
	Social Studies		Gains			
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02
				Level 1 (exceeded Standards)	0.0%	0.0%
				Level 2 (Met Standards)	0.0%	0.7%
				Level 3 (Basic Level)	5.9%	6.7%
				Level 4 Apprentice	94.1%	92.5%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

BLANCHETTE MIDDLE SCHOOL

SCHOOL PROFILE (2001-2002)

29193 Beech St., Inkster, MI 48141

(734) 722-4014

✓ Principal: Ralph Bland

✓ Established in 2000

✓ Serving grades 6-8

✓ Type of Partnership: State Contract

✓ Enrollment: 408

✓ Instructional Staff: 32

✓ Student/Staff Ratio: 12.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—100%

• Asian/Pacific—0%

• Caucasian—0%

• Hispanic—0%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—13%

• Free/Reduced Lunch—74%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 56%

State Gain: -2.3% District Gain: n/a

Michigan Educational Assessment Program (MEAP)- Blanchette							
Seventh Grade				Eighth Grade			
	Writing		Gains		Writing		Gains
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02	01-02 succ
Proficient	56.6%	59.7%	3.1%	Proficient	50.0%	n/a	n/a
Not Yet Proficient	43.4%	40.3%		Not Yet Proficient	50.0%	n/a	
	Reading		Gains		Science		Gains
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02	01-02 succ
Proficient	18.2%	17.5%	-0.7%	Proficient	0.0%	22.0%	n/a
Novice	26.3%	26.7%		Novice	24.3%	39.0%	
Not Yet Novice	55.6%	55.8%		Not Yet Novice	75.7%	39.0%	
	Social Studies		Gains		Mathematics		Gains
	Winter 01	Winter 02	01-02 succ		Winter 01	Winter 02	01-02 succ
Level 1 (exceeded Standards)	0.0%	1.0%	2.4%	Level 1 (exceeded Standards)	n/a	1.0%	n/a
Level 2 (Met Standards)	2.6%	4.0%		Level 2 (Met Standards)	n/a	10.2%	
Level 3 (Basic Level)	9.1%	16.2%		Level 3 (Basic Level)	n/a	32.7%	
Level 4 Apprentice	88.3%	78.8%		Level 4 Apprentice	n/a	56.1%	

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

DETROIT ACADEMY OF ARTS AND SCIENCES

SCHOOL PROFILE (2001-2002)

2985 East Jefferson, Detroit, MI 48207

(313) 259-1744

- ✓ Principal: Shirel Byrd
- ✓ Established in 1997
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1,082
- ✓ Instructional Staff: 65
- ✓ Student/Staff Ratio: 16.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—98%
- Asian/Pacific—1%
- Caucasian—0%
- Hispanic—0%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—3%
- Free/Reduced Lunch—56%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 68%

State Gain: n/a District Gain: n/a

Michigan Educational Assessment Program (MEAP)- DAAS							
Fourth Grade							
	Mathematics					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Satisfactory	53.7%	55.9%	52.3%	69.6%	24.3%	n/a	15.9%
Moderate	22.2%	24.3%	28.4%	18.8%	43.5%		
Low	24.1%	19.8%	19.3%	11.6%	32.2%		
	Reading					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Satisfactory	53.3%	42.3%	36.1%	56.3%	24.3%	-32.0%	-29.0%
Moderate	29.9%	37.8%	29.6%	29.5%	26.6%		
Low	16.8%	19.8%	34.3%	14.3%	49.2%		
Fifth Grade							
	Writing					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Proficient	27.8%	35.8%	64.2%	40.7%	40.0%	-0.7%	12.2%
Not Yet Proficient	72.2%	64.2%	35.8%	59.3%	60.0%		
	Science					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Proficient	2.8%	22.0%	27.8%	17.8%	32.9%	n/a	15.0%
Novice	83.3%	49.5%	57.4%	57.9%	50.0%		
Not Yet Novice	13.9%	28.4%	14.8%	24.3%	17.1%		
	Social Studies					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02
Level 1 (exceeded Standards)	n/a	0.0%	0.9%	1.0%	0.0%	-15.3%	0.3%
Level 2 (Met Standards)	n/a	0.9%	21.1%	15.5%	1.2%		
Level 3 (Basic Level)	n/a	12.8%	22.0%	13.6%	13.5%		
Level 4 Apprentice	n/a	86.2%	56.0%	69.9%	85.4%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

DETROIT ACADEMY OF ARTS AND SCIENCES

Medbury Campus

SCHOOL PROFILE (2001-2002)

2260 Medbury, Detroit, MI 48211

(313) 923-0281

✓ Principal: Pamela Hogan-Jackson

✓ Established in 2001

✓ Serving grades 6-10

✓ Type of Partnership: State Contract

✓ Enrollment: 1,096

✓ Instructional Staff: 54

✓ Student/Staff Ratio: 20.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—98%

• Asian/Pacific—1%

• Caucasian—0%

• Hispanic—0%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—5%

• Free/Reduced Lunch—45%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 54%

State Gain: n/a District Gain: n/a

Michigan Educational Assessment Program (MEAP)- DAAS Medbury	
Grade 7	
	Writing
	Winter 02
Proficient	69.0%
Not Yet Proficient	31.0%
	Reading
	Winter 02
Proficient	17.3%
Novice	29.9%
Not Yet Novice	56.8%
Grade 8	
	Science
	Winter 02
Level 1 (exceeded Standards)	0.0%
Level 2 (Met Standards)	13.1%
Level 3 (Basic Level)	40.2%
Level 4 Apprentice	46.7%
	Social Studies
	Winter 02
Level 1 (exceeded Standards)	0.5%
Level 2 (Met Standards)	3.6%
Level 3 (Basic Level)	16.3%
Level 4 Apprentice	79.6%
	Mathematics
	Winter 02
Level 1 (exceeded Standards)	2.0%
Level 2 (Met Standards)	8.5%
Level 3 (Basic Level)	23.6%
Level 4 Apprentice	65.8%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

DETROIT-EDISON PUBLIC SCHOOL ACADEMY

SCHOOL PROFILE (2001-2002)

950 Seldon St., Detroit, MI 48201

(313) 833-1100

- ✓ Principal: Nancy Garvin
- ✓ Established in 1998
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 1,103
- ✓ Instructional Staff: 122
- ✓ Student/Staff Ratio: 9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—99%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—0%
- Free/Reduced Lunch—45%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 80%

State Gain: 2.3% District Gain: -0.2%

Michigan Educational Assessment Program (MEAP)- DEPSA													
Fourth Grade						Seventh Grade							
Mathematics					Gains		Writing					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Satisfactory	23.3%	27.2%	71.4%	40.7%	n/a	48.1%	Proficient	n/a	n/a	71.3%	60.8%	-10.5%	n/a
Moderate	27.6%	39.0%	15.5%	41.5%			Not Yet Proficient	n/a	n/a	28.8%	39.2%		
Low	49.1%	33.8%	13.1%	17.8%									
Reading					Gains		Reading					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Satisfactory	23.0%	33.1%	90.4%	38.5%	-51.9%	13.5%	Proficient	26.5%	11.8%	80.5%	55.7%	-24.8%	29.7%
Moderate	38.8%	36.9%	7.2%	46.2%			Novice	29.6%	37.0%	11.0%	28.9%		
Low	36.2%	36.0%	2.4%	15.4%			Not Yet Novice	43.9%	52.0%	8.5%	15.5%		
Fifth Grade						Eighth Grade							
Writing					Gains		Writing					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ
Proficient	19.0%	40.0%	75.0%	63.1%	-11.9%	44.1%	Proficient	38.5%	80.2%	64.2%	n/a	n/a	25.7%
Not Yet Proficient	81.0%	60.0%	25.0%	36.9%			Not Yet Proficient	61.5%	19.8%	35.8%	n/a		
Science					Gains		Science					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-05 succ
Proficient	0.9%	24.8%	38.9%	53.0%	n/a	38.0%	Proficient	0.0%	6.7%	0.0%	59.8%	n/a	0.0%
Novice	45.7%	57.4%	59.3%	35.0%			Novice	38.0%	43.3%	35.4%	26.8%		
Not Yet Novice	53.4%	17.8%	1.8%	12.0%			Not Yet Novice	62.0%	50.0%	64.6%	13.4%		
Social Studies					Gains		Social Studies					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Level 1 (exceeded Standards)	0.0%	0.0%	1.0%	0.0%	-26.6%	6.7%	Level 1 (exceeded Standards)	0.0%	1.1%	0.0%	2.4%	13.2%	14.5%
Level 2 (Met Standards)	4.2%	6.9%	36.5%	10.9%			Level 2 (Met Standards)	3.8%	11.4%	5.1%	15.0%		
Level 3 (Basic Level)	20.2%	25.7%	37.5%	25.5%			Level 3 (Basic Level)	15.2%	23.9%	13.9%	32.9%		
Level 4 Apprentice	75.6%	67.3%	25.0%	63.6%			Level 4 Apprentice	81.0%	63.6%	81.0%	48.8%		
							Mathematics					Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ		Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Level 1 (exceeded Standards)							Level 1 (exceeded Standards)	n/a	n/a	n/a	15.9%	n/a	n/a
Level 2 (Met Standards)							Level 2 (Met Standards)	n/a	n/a	n/a	28.0%		
Level 3 (Basic Level)							Level 3 (Basic Level)	n/a	n/a	n/a	25.6%		
Level 4 Apprentice							Level 4 Apprentice	n/a	n/a	n/a	30.5%		

Source: <http://www.meritaward.state.mi.us/rmna/results.htm>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

DR. MARTIN LUTHER KING, JR. ACADEMY

SCHOOL PROFILE (2001-2002)

11 Grand Ave., Mt. Clemens, MI 48043

(810) 469-6100

- ✓ Principal: Katherine Zuzula
- ✓ Established in 1995
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 820
- ✓ Instructional Staff: 61
- ✓ Student/Staff Ratio: 13.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—42%
- Asian/Pacific—1%
- Caucasian—45%
- Hispanic—2%
- Other—10%

✓ Program Participation

- ESL—0%
- Special Education—3%
- Free/Reduced Lunch—0%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 95%

State Gain: n/a District Gain: n/a

Michigan Educational Assessment Program (MEAP)- MLK									
Fourth Grade									
	Mathematics								
	Fall 95	Fall 96	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	96-01 succ
Satisfactory	57.4%	55.3%	60.0%	52.8%	76.2%	58.6%	55.3%	n/a	1.2%
Moderate	23.5%	18.4%	25.7%	20.8%	15.6%	23.2%	30.9%		
Low	19.1%	26.3%	14.3%	26.4%	8.2%	18.2%	13.8%		
	Reading								
	Fall 95	Fall 96	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	96-02 succ
Satisfactory	39.7%	46.1%	48.6%	40.6%	49.2%	46.9%	41.1%	-5.8%	-7.5%
Moderate	36.8%	27.6%	28.6%	34.9%	23.8%	29.6%	32.6%		
Low	23.5%	26.3%	22.9%	24.5%	27.0%	23.5%	26.3%		
Fifth Grade									
	Writing								
	Winter 96	Winter 97	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	96-02 succ
Proficient	40.4%	68.9%	45.1%	27.4%	67.1%	48.7%	37.9%	-10.8%	-7.2%
Not Yet Proficient	59.6%	31.1%	54.9%	72.6%	32.9%	51.3%	62.1%		
	Science								
	Winter 96	Winter 97	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	96-01 succ
Proficient	20.4%	20.3%	23.9%	10.4%	43.9%	28.9%	60.2%	n/a	8.5%
Novice	66.7%	60.8%	62.0%	55.7%	50.0%	55.3%	33.3%		
Not Yet Novice	13.0%	18.9%	14.1%	34.0%	6.1%	15.8%	6.5%		
	Social Studies								
	Winter 96	Winter 97	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Level 1 (exceeded Standards)	n/a	n/a	n/a	0.0%	11.9%	0.9%	1.2%	1.2%	14.2%
Level 2 (Met Standards)	n/a	n/a	n/a	5.6%	20.2%	17.7%	18.6%		
Level 3 (Basic Level)	n/a	n/a	n/a	15.7%	31.0%	33.6%	22.1%		
Level 4 Apprentice	n/a	n/a	n/a	78.7%	36.9%	47.8%	58.1%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

EDISON-OAKLAND PUBLIC SCHOOL ACADEMY

SCHOOL PROFILE (2001-2002)

22111 Woodward Ave., Ferndale, MI 48220

(248) 582-8191

✓ Principal: Jodie Smith

✓ Established in 1999

✓ Serving grades K-8

✓ Type of Partnership: Independent Charter

✓ Enrollment: 837

✓ Instructional Staff: 83

✓ Student/Staff Ratio: 10.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—97%

• Asian/Pacific—1%

• Caucasian—1%

• Hispanic—1%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—2%

• Free/Reduced Lunch—49%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: -1.3% District Gain: -1.6%

Michigan Educational Assessment Program (MEAP)- Oakland											
Fourth Grade						Seventh Grade					
	Mathematics			Gains			Writing			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Satisfactory	42.7%	47.2%	30.1%	n/a	4.5%	Proficient	n/a	59.8%	57.3%	-2.5%	n/a
Moderate	28.1%	22.2%	37.3%			Not Yet Proficient	n/a	40.2%	42.7%		
Low	29.2%	30.6%	32.5%								
	Reading			Gains			Reading			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Satisfactory	27.0%	47.2%	27.4%	-19.8%	0.4%	Proficient	28.7%	48.5%	26.5%	-22.0%	-2.2%
Moderate	34.8%	22.2%	41.7%			Novice	21.8%	22.8%	26.5%		
Low	38.2%	30.6%	31.0%			Not Yet Novice	49.5%	28.7%	47.0%		
	Fifth Grade						Math			Gains	
	Writing			Gains			Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Proficient	38.8%	45.1%	64.3%	19.2%	25.5%	Proficient	30.7%	n/a	n/a	n/a	n/a
Not Yet Proficient	61.2%	54.9%	35.7%			Novice	29.7%	n/a	n/a		
						Not Yet Novice	39.6%	n/a	n/a		
	Science			Gains			Eighth Grade			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Writing			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Proficient	3.6%	7.3%	60.8%	n/a	3.7%	Proficient	53.1%	41.6%	n/a	n/a	-11.5%
Novice	57.1%	63.4%	31.0%			Not Yet Proficient	46.9%	58.4%	n/a		
Not Yet Novice	39.3%	29.3%	8.3%								
	Social Studies			Gains			Science			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Level 1 (exceeded Standards)	0.0%	0.0%	0.0%	7.1%	4.7%	Proficient	3.1%	1.3%	36.3%	n/a	-1.8%
Level 2 (Met Standards)	3.6%	1.2%	8.3%			Novice	46.9%	49.4%	41.3%		
Level 3 (Basic Level)	4.8%	13.4%	22.6%			Not Yet Novice	50.0%	49.4%	22.5%		
Level 4 Apprentice	91.7%	85.4%	69.0%								
							Social Studies			Gains	
							Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Level 1 (exceeded Standards)						Level 1 (exceeded Standards)	0.0%	0.0%	1.3%	8.7%	10.0%
Level 2 (Met Standards)						Level 2 (Met Standards)	6.3%	7.6%	15.0%		
Level 3 (Basic Level)						Level 3 (Basic Level)	18.8%	22.8%	25.0%		
Level 4 Apprentice						Level 4 Apprentice	75.0%	69.6%	58.8%		
							Math			Gains	
							Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Level 1 (exceeded Standards)						Level 1 (exceeded Standards)	n/a	n/a	10.0%	n/a	n/a
Level 2 (Met Standards)						Level 2 (Met Standards)	n/a	n/a	10.0%		
Level 3 (Basic Level)						Level 3 (Basic Level)	n/a	n/a	31.3%		
Level 4 Apprentice						Level 4 Apprentice	n/a	n/a	48.8		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

EDISON-PERDUE ACADEMY

SCHOOL PROFILE (2001-2002)

25 South Sanford, Pontiac, MI 48342

(202) 547-5800

✓ Principal: Sheri Miller

✓ Established in 1998

✓ Serving grades K-8

✓ Type of Partnership: District Contract

✓ Enrollment: 702

✓ Instructional Staff: 68

✓ Student/Staff Ratio: 10.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—92%

• Asian/Pacific—0%

• Caucasian—5%

• Hispanic—2%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—3%

• Free/Reduced Lunch—91%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 78%

State Gain: 2.0% District Gain: 0.6%

Michigan Educational Assessment Program (MEAP)- Perdue													
Fourth Grade							Seventh Grade						
Mathematics				Gains			Writing				Gains		
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Satisfactory	10.4%	24.8%	32.3%	29.3%	n/a	21.9%	Proficient	n/a	n/a	57.7%	49.0%	-8.7%	n/a
Moderate	25.0%	24.8%	27.8%	41.5%			Not Yet Proficient	n/a	n/a	42.3%	51.0%		
Low	64.6%	50.4%	39.8%	29.3%									
Reading				Gains			Reading				Gains		
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Satisfactory	19.8%	18.2%	28.0%	17.1%	-10.9%	-2.7%	Proficient	n/a	6.7%	n/a	25.5%	n/a	18.8%
Moderate	24.0%	21.9%	30.3%	30.5%			Novice	n/a	29.3%	n/a	35.3%		
Low	56.3%	59.9%	41.7%	52.4%			Not Yet Novice	n/a	64.0%	n/a	39.2%		
Fifth Grade							Math						
Writing				Gains			1999	2000	2001	2002	1-yr	Multi-yr	
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Proficient	27.6%	43.3%	49.5%	41.6%	-7.9%	14.0%	Proficient	n/a	6.7%	n/a	n/a	n/a	
Not Yet Proficient	72.4%	56.7%	50.5%	58.4%			Novice	n/a	34.7%	n/a	n/a		
							Not Yet Novice	n/a	58.7%	n/a	n/a		
Sixth Grade							Eighth Grade						
Science				Gains			Writing				Gains		
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Proficient	2.5%	5.1%	20.0%	33.4%	n/a	17.5%	Proficient	n/a	n/a	72.9%	n/a	n/a	
Novice	45.8%	49.3%	54.8%	50.0%			Not Yet Proficient	n/a	n/a	27.1%	n/a		
Not Yet Novice	51.7%	45.7%	25.2%	16.7%									
Social Studies							Science						
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Exceeded Standard	0.0%	0.0%	0.0%	0.0%	-0.5%	1.3%	Proficient	n/a	n/a	0.0%	36.5%	n/a	n/a
Met Standard	0.0%	1.5%	1.8%	1.3%			Novice	n/a	n/a	20.3%	26.9%		
Basic Level	5.4%	3.6%	14.4%	9.0%			Not Yet Novice	n/a	n/a	79.7%	36.5%		
Apprentice	94.6%	94.9%	83.8%	89.7%									
Mathematics							Social Studies						
1999	2000	2001	2002	1-yr	Multi-yr		1999	2000	2001	2002	1-yr	Multi-yr	
Exceeded Standard	n/a	n/a	n/a	5.5%	n/a		Exceeded Standard	n/a	n/a	0.0%	1.8%	16.3%	n/a
Met Standard	n/a	n/a	n/a	7.3%			Met Standard	n/a	n/a	3.4%	17.9%		
Basic Level	n/a	n/a	n/a	27.3%			Basic Level	n/a	n/a	8.5%	23.2%		
Apprentice	n/a	n/a	n/a	60%			Apprentice	n/a	n/a	88.1%	57.1%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

FLINT NORTHWESTERN EDISON COMMUNITY HIGH SCHOOL PARTNERSHIP

SCHOOL PROFILE (2001-2002)

G-2138 Carpenter Rd., Flint, MI 48507
(810) 760-7161

- ✓ Principal: Elaystine Green-Roberts
- ✓ Established in 1999
- ✓ Serving grades 6-12
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,009
- ✓ Instructional Staff: 91
- ✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—97%
 - Asian/Pacific—0%
 - Caucasian—1%
 - Hispanic—0%
 - Other—2%
- ✓ Program Participation
 - ESL—0%
 - Special Education—6%
 - Free/Reduced Lunch—49%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 67%

(Junior Academy) State Gain: -0.5% District Gain: 1.8%

(Senior Academy) State Gain: 1.6% District Gain: 1.9%

Michigan Educational Assessment Program (MEAP)- Northwestern												
Seventh Grade						Eighth Grade						
Writing						Writing						
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ	
Proficient	n/a	42.7%	45.2%	2.5%	n/a	Proficient	33.8%	47.0%	n/a	n/a	13.2%	
Not Yet Proficient	n/a	57.3%	54.8%			Not Yet Proficient	66.2%	53.0%	n/a			
Reading						Science						
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ	
Proficient	14.2%	22.0%	11.5%	-10.5%	-2.7%	Proficient	0.7%	0.5%	27.5%	n/a	-0.2%	
Novice	32.7%	24.2%	31.8%			Novice	29.1%	30.3%	28.1%			
Not Yet Novice	53.1%	53.8%	56.8%			Not Yet Novice	70.1%	69.2%	44.4%			
Math						Social Studies						
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ	
Proficient	13.5%	n/a	n/a	n/a	n/a	Level 1 (exceeded Standards)	0.0%	0.0%	0.6%	0.3%	2.7%	
Novice	27.7%	n/a	n/a			Level 2 (Met Standards)	1.5%	3.9%	3.6%			
Not Yet Novice	58.7%	n/a	n/a			Level 3 (Basic Level)	8.8%	11.6%	14.9%			
						Level 4 Apprentice	89.8%	84.5%	81.0%			
Math						Math						
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ	
Level 1 (exceeded Standards)	n/a	n/a	n/a			Level 1 (exceeded Standards)	n/a	n/a	2.3%	n/a	n/a	
Level 2 (Met Standards)	n/a	n/a	n/a			Level 2 (Met Standards)	n/a	n/a	10.9%			
Level 3 (Basic Level)	n/a	n/a	n/a			Level 3 (Basic Level)	n/a	n/a	18.4%			
Level 4 Apprentice	n/a	n/a	n/a			Level 4 Apprentice	n/a	n/a	68.4			

High School Proficiency Test (HSPT) - Northwestern High													
Math						Reading						Science	
	2000	2001	2002	1 yr Gain	Multi yr Gain		2000	2001	2002	1 yr Gain	Multi yr Gain		
Level 1 (Exceeded Standards)	1%	0%	0%				3%	4%	0%			0%	0%
Level 2 (Met Standards)	14%	11%	22%				25%	27%	36%			6%	5%
Level 3 (Basic Level)	20%	26%	31%				21%	16%	25%			31%	31%
Level 4 (Not Endorsed)	65%	63%	47%				51%	54%	39%			63%	64%
Met or Exceeded Standards	15%	11%	22%	11%	7%		28%	30%	36%	6%	8%	6%	5%
Social Studies						Writing							
	2000	2001	2002	1 yr Gain	Multi yr Gain		2000	2001	2002	1 yr Gain	Multi yr Gain		
Level 1 (Exceeded Standards)	0%	0%	0%				0%	0%	0%				
Level 2 (Met Standards)	1%	2%	0%				16%	16%	47%				
Level 3 (Basic Level)	16%	6%	29%				35%	45%	29%				
Level 4 (Not Endorsed)	83%	92%	71%				49%	39%	24%				
Met or Exceeded Standards	1%	2%	0%	-1%	-1%		16%	16%	47%	31%	31%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

GARFIELD-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

301 E. McClellan Rd., Flint, MI 48505
(810) 760-1677

- ✓ Principal: Georgette Parks
- ✓ Established in 1997
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 503
- ✓ Instructional Staff: 44
- ✓ Student/Staff Ratio: 11.4/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—100%
 - Asian/Pacific—0%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation
 - ESL—0%
 - Special Education—4%
 - Free/Reduced Lunch—73%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 79%

State Gain: -0.4% District Gain: 0.5%

Michigan Educational Assessment Program (MEAP)- Garfield							
Fourth Grade							
	Mathematics					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Satisfactory	16.7%	30.5%	20.7%	41.9%	50.0%	n/a	25.2%
Moderate	23.3%	32.9%	19.5%	20.9%	33.3%		
Low	60.0%	36.6%	59.8%	37.2%	16.7%		
	Reading					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Satisfactory	11.7%	20.7%	12.2%	24.4%	23.3%	-1.1%	11.6%
Moderate	28.3%	37.8%	22.0%	26.7%	31.4%		
Low	60.0%	41.5%	65.9%	48.8%	45.3%		
Fifth Grade							
	Writing					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Proficient	22.8%	8.9%	54.1%	36.2%	32.1%	-4.1%	9.3%
Not Yet Proficient	77.2%	91.1%	45.9%	63.8%	67.9%		
	Science					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Proficient	7.0%	0.0%	1.4%	7.2%	43.3%	n/a	0.2%
Novice	43.9%	36.4%	50.0%	60.9%	47.0%		
Not Yet Novice	49.1%	63.6%	48.6%	31.9%	9.6%		
	Social Studies					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02
Level 1 (exceeded Standards)	n/a	0.0%	0.0%	0.0%	2.5%	15.6%	21.0%
Level 2 (Met Standards)	n/a	1.8%	0.0%	7.2%	20.3%		
Level 3 (Basic Level)	n/a	0.0%	12.5%	23.2%	27.8%		
Level 4 Apprentice	n/a	98.2%	87.5%	69.6%	49.4%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

INKSTER HIGH SCHOOL

SCHOOL PROFILE (2001-2002)

3250 Middlebelt, Inkster, MI 48141

(734) 722-6700

- ✓ Principal: Cleaster Jackson
- ✓ Established in 2000
- ✓ Serving grades 9-12
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 339
- ✓ Instructional Staff: 45
- ✓ Student/Staff Ratio: 7.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—97%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—0%
- Other—2%

✓ Program Participation

- ESL—0%
- Special Education—17%
- Free/Reduced Lunch—68%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 53%

State Gain: -1.9% District Gain: n/a

High School Proficiency Test (HSPT) - Inkster High								
	Math			Reading			Science	
	2001	2002	1 yr Gain	2001	2002	1 yr Gain	2001	2002
Level 1 (exceeded Standards)	0%	4%		0%	5%		2%	0%
Level 2 (Met Standards)	15%	23%		17%	23%		2%	9%
Level 3 (Basic Level)	13%	29%		29%	19%		11%	19%
Level 4 (Not Endorsed)	73%	44%		54%	53%		84%	72%
Met or Exceeded Standards	15%	27%	13%	17%	28%	11%	4%	9%
	Social Studies			Writing				
	2001	2002	1 yr Gain	2001	2002	1 yr Gain		
Level 1 (exceeded Standards)	0%	0%		0%	0%			
Level 2 (Met Standards)	0%	2%		5%	11%			
Level 3 (Basic Level)	5%	25%		32%	42%			
Level 4 (Not Endorsed)	95%	73%		63%	47%			
Met or Exceeded Standards	0%	2%	2%	5%	11%	6%		

Source: <http://www.meritaward.state.mi.us/rmta/results.htm>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

MEEK-MILTON PRIMARY ACADEMY

SCHOOL PROFILE (2001-2002)

1771 Henry Ruff, Inkster, MI 48141

(734) 326-6940

- ✓ Principal: Mary Moss
- ✓ Established in 2000
- ✓ Serving grades PreK-2
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 236
- ✓ Instructional Staff: 17
- ✓ Student/Staff Ratio: 13.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—92%
- Asian/Pacific—1%
- Caucasian—4%
- Hispanic—1%
- Other—2%

✓ Program Participation

- ESL—0%
- Special Education—3%
- Free/Reduced Lunch—89%

Achievement Since School Opened: Incomplete Data

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 93%

State Gain: n/a District Gain: n/a

No scores to report

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

MOUNT CLEMENS JUNIOR & SENIOR ACADEMIES

SCHOOL PROFILE (2001-2002)

155 Cass Ave., Mt. Clemens, MI 48043

(810) 469-6100

✓ Principal: George Loder

✓ Established in 1996

✓ Serving grades 6-12

✓ Type of Partnership: District Contract

✓ Enrollment: 397

✓ Instructional Staff: 45

✓ Student/Staff Ratio: 8.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—54%

• Asian/Pacific—2%

• Caucasian—42%

• Hispanic—2%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—8%

• Free/Reduced Lunch—58%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 49%

State Gain: n/a District Gain: n/a

High School Proficiency Test (HSPT) - Mount Clemens Senior Academy										
	Math						Reading			
	1999	2000	2001	2002	1 yr Gain	Multi yr Gain	1999	2000	2001	2002
Met or Exceeded Standards	45%	50%	71%	50%	-21%	5%	65%	55%	86%	68%
	Social Studies						Writing			
	1999	2000	2001	2002	1 yr Gain	Multi yr Gain	1999	2000	2001	2002
Met or Exceeded Standards	14%	17%	0%	6%	6%	-8%	50%	27%	71%	44%
	Science									
	1999	2000	2001	2002	1 yr Gain	Multi yr Gain				
Met or Exceeded Standards	39%	64%	57%	41%	-16%	2%				

Michigan Educational Assessment Program (MEAP)- Mt Clemens Jr&Sr								
Seventh Grade								
Mathematics								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Satisfactory	47.0%	57.0%	50.9%	57.6%	n/a	n/a	n/a	n/a
Writing								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Percent Proficient	n/a	n/a	n/a	n/a	69.9%	56.3%	-13.6%	n/a
Reading								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Satisfactory	30.0%	35.6%	35.9%	37.4%	44.0%	33.3%	-10.7%	-2.3%
Eighth Grade								
Writing								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ
Proficient	n/a	n/a	36.8%	56.9%	46.8%	n/a	n/a	10.0%
Science								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ
Proficient	n/a	n/a	7.9%	15.2%	7.6%	39.0%	n/a	-0.3%
Social Studies								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Exceeded Standards	n/a	n/a	1.0%	0.9%	3.9%	4.7%	-2.0%	4.9%
Met Standards	n/a	n/a	14.4%	19.1%	18.4%	15.6%		
Mathematics								
	Winter 97*	Winter 98*	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Exceeded Standards	n/a	n/a	n/a	n/a	n/a	6.3%	n/a	n/a
Met Standards	n/a	n/a	n/a	n/a	n/a	17.2%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

SOUTHWESTERN-EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

390 S. Washington Ave., Battle Creek, MI

49015; (616) 965-9625

✓ Principal: Carl Word

✓ Established in 1999

✓ Serving grade 6-8

✓ Type of Partnership: District Contract

✓ Enrollment: 416

✓ Instructional Staff: 29

✓ Student/Staff Ratio: 14.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—43%

• Asian/Pacific—0%

• Caucasian—46%

• Hispanic—9%

• Other—2%

✓ Program Participation

• ESL—0%

• Special Education—19%

• Free/Reduced Lunch—67%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 64%

State Gain: 0.7% District Gain: 0.5%

Michigan Educational Assessment Program (MEAP)- Southwestern											
Seventh Grade						Eighth Grade					
	Writing			Gains			Writing			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Proficient	n/a	57.6%	50.4%	-7.2%	n/a	Proficient	n/a	57.5%	n/a	n/a	n/a
Not Yet Proficient	n/a	42.4%	49.6%			Not Yet Proficient	n/a	42.5%	n/a		
	Reading			Gains			Science			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Proficient	16.9%	36.8%	26.3%	-10.5%	9.4%	Proficient	n/a	4.2%	56.4%	n/a	n/a
Novice	38.6%	23.5%	18.6%			Novice	n/a	60.0%	26.7%		
Not Yet Novice	44.6%	39.7%	55.1%			Not Yet Novice	n/a	35.8%	16.8%		
	Math			Gains			Social Studies			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Proficient	30.0%	n/a	n/a	n/a	n/a	Level 1 (exceeded Standards)	n/a	0.0%	2.1%	8.3%	n/a
Novice	33.8%	n/a	n/a			Level 2 (Met Standards)	n/a	6.2%	12.4%		
Not Yet Novice	36.3%	n/a	n/a			Level 3 (Basic Level)	n/a	16.0%	29.9%		
						Level 4 Apprentice	n/a	77.8%	55.7%		
	Math			Gains			Math			Gains	
	Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-02 succ
Level 1 (exceeded Standards)	n/a	n/a	n/a			Level 1 (exceeded Standards)	n/a	n/a	8.0%	n/a	n/a
Level 2 (Met Standards)	n/a	n/a	n/a			Level 2 (Met Standards)	n/a	n/a	17.0%		
Level 3 (Basic Level)	n/a	n/a	n/a			Level 3 (Basic Level)	n/a	n/a	25.0%		
Level 4 Apprentice	n/a	n/a	n/a			Level 4 Apprentice	n/a	n/a	50		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

WASHINGTON-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

450 North Washington Ave., Battle Creek, MI
49017; (616) 965-9699

- ✓ Principal: Stan Bowman
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 281
- ✓ Instructional Staff: 34
- ✓ Student/Staff Ratio: 8.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—88%
- Asian/Pacific—0%
- Caucasian—10%
- Hispanic—1%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—2%
- Free/Reduced Lunch—79%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 95%

State Gain: -0.4% District Gain: -1.1%

Michigan Educational Assessment Program (MEAP)- Washington							
Fourth Grade							
	Mathematics					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Satisfactory	36.7%	37.0%	38.3%	55.6%	35.1%	n/a	18.9%
Moderate	30.0%	13.0%	27.7%	24.4%	37.8%		
Low	33.3%	50.0%	34.0%	20.0%	27.0%		
	Reading					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Satisfactory	33.3%	19.6%	19.1%	60.0%	40.5%	-19.5%	7.2%
Moderate	30.0%	30.4%	21.3%	11.1%	21.6%		
Low	36.7%	50.0%	59.6%	28.9%	37.8%		
Fifth Grade							
	Writing					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ
Proficient	12.5%	25.0%	31.1%	40.8%	32.7%	-8.1%	20.2%
Not Yet Proficient	87.5%	75.0%	68.9%	59.2%	67.3%		
	Science					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ
Proficient	0.0%	2.8%	2.1%	2.2%	32.0%	n/a	2.2%
Novice	73.3%	58.3%	42.6%	41.3%	58.0%		
Not Yet Novice	26.7%	38.9%	55.3%	56.5%	10.0%		
	Social Studies					Gains	
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02
Level 1 (exceeded Standards)	n/a	0.0%	0.0%	0.0%	2.0%	3.8%	6.0%
Level 2 (Met Standards)	n/a	0.0%	4.2%	2.2%	4.0%		
Level 3 (Basic Level)	n/a	11.8%	4.2%	4.4%	10.0%		
Level 4 Apprentice	n/a	88.2%	91.7%	93.3%	84.0%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

WILLIAMS-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

3501 Minnesota Rd., Flint, MI 48506

(810) 760-1658

✓ Principal: Tom Smith

✓ Established in 1997

✓ Serving grades K-5

✓ Type of Partnership: District Contract

✓ Enrollment: 414

✓ Instructional Staff: 44

✓ Student/Staff Ratio: 9.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—46%

• Asian/Pacific—5%

• Caucasian—31%

• Hispanic—10%

• Other—8%

✓ Program Participation

• ESL—3%

• Special Education—5%

• Free/Reduced Lunch—99%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 91%

State Gain: -0.4% District Gain: 0.5%

Michigan Educational Assessment Program (MEAP)- Williams								
Fourth Grade								
	Mathematics					Gains		
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ	
Satisfactory	48.1%	44.6%	25.3%	65.4%	66.1%	n/a	17.3%	
Moderate	25.9%	32.1%	30.4%	19.8%	24.2%			
Low	25.9%	23.2%	44.3%	14.8%	9.7%			
	Reading					Gains		
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ	
Satisfactory	24.7%	28.6%	16.5%	38.3%	41.0%	2.7%	16.3%	
Moderate	38.3%	37.5%	19.0%	23.5%	36.1%			
Low	37.0%	33.9%	64.6%	38.3%	23.0%			
Fifth Grade								
	Writing					Gains		
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-02 succ	
Proficient	22.0%	12.2%	38.2%	36.4%	33.8%	-2.6%	11.8%	
Not Yet Proficient	78.0%	87.8%	61.8%	63.6%	66.2%			
	Science					Gains		
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	98-01 succ	
Proficient	3.8%	1.2%	2.7%	5.1%	40.0%	n/a	1.3%	
Novice	62.3%	35.4%	52.0%	61.5%	53.3%			
Not Yet Novice	34.0%	63.4%	45.3%	33.3%	6.7%			
	Social Studies					Gains		
	Winter 98	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02	
Level 1 (exceeded Standards)	n/a	0.0%	0.0%	0.0%	0.0%	2.7%	2.7%	
Level 2 (Met Standards)	n/a	0.0%	0.0%	0.0%	2.7%			
Level 3 (Basic Level)	n/a	1.2%	5.3%	9.0%	17.8%			
Level 4 Apprentice	n/a	98.8%	94.7%	91.0%	79.5%			

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

WILSON-EDISON PARTNERSHIP SCHOOL

SCHOOL PROFILE (2001-2002)

71 Blanche St., Battle Creek, MI 49015

(616) 965-9741

✓ Principal: Tim Reese

✓ Established in 1998

✓ Serving grades K-5

✓ Type of Partnership: District Contract

✓ Enrollment: 221

✓ Instructional Staff: 26

✓ Student/Staff Ratio: 8.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—58%

• Asian/Pacific—1%

• Caucasian—26%

• Hispanic—14%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—4%

• Free/Reduced Lunch—87%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 94%

State Gain: 1.1% District Gain: -1.2%

Michigan Educational Assessment Program (MEAP)-Wilson						
Fourth Grade						
	Mathematics				Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ
Satisfactory	11.5%	26.7%	9.1%	42.0%	n/a	-2.4%
Moderate	19.2%	33.3%	24.2%	29.0%		
Low	69.2%	40.0%	66.7%	29.0%		
	Reading				Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Satisfactory	11.5%	20.0%	12.1%	28.0%	15.9%	16.5%
Moderate	19.2%	10.0%	30.3%	24.0%		
Low	69.2%	70.0%	57.6%	48.0%		
Fifth Grade						
	Writing				Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02 succ
Proficient	45.5%	31.8%	9.1%	10.0%	0.9%	-35.5%
Not Yet Proficient	54.5%	68.2%	90.9%	90.0%		
	Science				Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-01 succ
Proficient	13.6%	0.0%	2.8%	7.7%	n/a	-10.8%
Novice	59.1%	37.5%	38.9%	53.8%		
Not Yet Novice	27.3%	62.5%	58.3%	38.5%		
	Social Studies				Gains	
	Winter 99	Winter 00	Winter 01	Winter 02	01-02 succ	99-02
Level 1 (exceeded Standards)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Level 2 (Met Standards)	0.0%	4.0%	0.0%	0.0%		
Level 3 (Basic Level)	10.0%	4.0%	2.6%	0.0%		
Level 4 Apprentice	90.0%	92.0%	97.4%	100.0%		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

YMCA SERVICE LEARNING ACADEMY

SCHOOL PROFILE (2001-2002)

21605 West Seven Mile Rd., Detroit, MI

48219; (313) 794-5426

✓ Principal: Jan Ellis

✓ Established in 1999

✓ Serving grades K-8

✓ Type of Partnership: Independent Charter

✓ Enrollment: 1,071

✓ Instructional Staff: 89

✓ Student/Staff Ratio: 12/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—98%

• Asian/Pacific—0%

• Caucasian—1%

• Hispanic—0%

• Other—1%

✓ Program Participation

• ESL—0%

• Special Education—4%

• Free/Reduced Lunch—46%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 78%

State Gain: -2.5% District Gain: -8.1%

Michigan Educational Assessment Program (MEAP)- YMCA											
Fourth Grade						Seventh Grade					
Mathematics			Gains			Writing			Gains		
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Satisfactory	30.8%	45.2%	26.2%	n/a	n/a	Proficient	n/a	69.9%	81.2%	11.3%	n/a
Moderate	30.8%	28.1%	37.3%			Not Yet Proficient	n/a	30.1%	18.8%		
Low	38.3%	28.7%	36.4%								
Reading			Gains			Reading			Gains		
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Satisfactory	17.8%	24.3%	26.5%	2.2%	8.7%	Proficient	n/a	37.4%	16.1%	-21.3%	n/a
Moderate	26.2%	34.8%	32.5%			Novice	n/a	26.8%	35.8%		
Low	56.1%	40.9%	41.0%			Not Yet Novice	n/a	35.8%	48.2%		
Fifth Grade						Math					
Writing			Gains				Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ	Proficient	n/a	n/a	n/a	n/a	n/a
Proficient	29.1%	37.2%	21.9%	-15.3%	-7.2%	Novice	n/a	n/a	n/a		
Not Yet Proficient	70.9%	62.8%	78.1%			Not Yet Novice	n/a	n/a	n/a		
Sixth Grade						Eighth Grade					
Science			Gains			Writing			Gains		
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Proficient	1.8%	1.8%	33.0%	n/a	0.0%	Proficient	n/a	43.5%	n/a	n/a	n/a
Novice	50.0%	99.6%	55.1%			Not Yet Proficient	n/a	56.5%	n/a		
Not Yet Novice	48.2%	38.6%	11.9%								
Social Studies			Gains			Science			Gains		
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ		Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
Level 1 (exceeded Standards)	0.0%	0.0%	0.0%	-1.0%	0.8%	Proficient	n/a	0.0%	50.3%	n/a	n/a
Level 2 (Met Standards)	0.0%	1.8%	0.8%			Novice	n/a	18.2%	40.4%		
Level 3 (Basic Level)	6.3%	10.6%	9.3%			Not Yet Novice	n/a	81.8%	29.4%		
Level 4 Apprentice	93.7%	87.6%	89.8%								
Ninth Grade						Social Studies					
Math			Gains				Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ	Level 1 (exceeded Standards)	n/a	0.0%	0.0%	2.3%	n/a
Level 1 (exceeded Standards)	n/a	0.0%	0.0%	2.3%	n/a	Level 2 (Met Standards)	n/a	4.6%	6.3%		
Level 2 (Met Standards)	n/a	4.6%	6.3%			Level 3 (Basic Level)	n/a	4.0%	24.3%		
Level 3 (Basic Level)	n/a	4.0%	24.3%			Level 4 Apprentice	n/a	92.0%	69.4%		
Level 4 Apprentice	n/a	92.0%	69.4%								
Tenth Grade						Math					
Math			Gains				Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ
	Winter 00	Winter 01	Winter 02	01-02 succ	00-01 succ	Level 1 (exceeded Standards)	n/a	n/a	6.5%	n/a	n/a
Level 1 (exceeded Standards)	n/a	n/a	6.5%	n/a	n/a	Level 2 (Met Standards)	n/a	n/a	8.3%		
Level 2 (Met Standards)	n/a	n/a	8.3%			Level 3 (Basic Level)	n/a	n/a	26.9%		
Level 3 (Basic Level)	n/a	n/a	26.9%			Level 4 Apprentice	n/a	n/a	58.3%		
Level 4 Apprentice	n/a	n/a	58.3%								

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The gain scores for social studies reflect the differences for the combined percentage of students proficient and advanced. Additionally, due to official reporting changes on the MEAP the math and science scores for 2002 cannot be compared to previous years' scores. In all cases the number that is listed as proficient/satisfactory in math and science for 2002 is the result of adding the proficient and advanced scores together.

EDISON/PPL SCHOOL

SCHOOL PROFILE (2001-2002)

2225 East Lake St., Minneapolis, MN 55407

(612) 721-8900

✓ Principal: Karen Wells

✓ Established in 1998

✓ Serving grades 1-6

✓ Type of Partnership: District Contract

✓ Enrollment: 524

✓ Instructional Staff: 31

✓ Student/Staff Ratio: 16.9

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—72%

• Asian/Pacific—3%

• Caucasian—8%

• Hispanic—11%

• Other—6%

✓ Program Participation

• ESL—7%

• Special Education—13%

• Free/Reduced Lunch—100%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 78%

State Gain: n/a District Gain: n/a

Minnesota Comprehensive Assessment (MCA) Edison PPL							
Percentage of students at each performance level (Spring 1998-2002)							
		Reading				Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
3	Level I	50%	56%	34%	65%		
	Level II	44%	34%	38%	35%		
	Level III	6%	7%	25%	0%		
	Level IV	0%	3%	3%	0%		
	Level III and IV	6%	10%	28%	0%	-28%	-6%
5	Level I	50%	41%	23%	54%		
	Level II	33%	41%	35%	25%		
	Level III	18%	15%	40%	14%		
	Level IV	0%	2%	2%	7%		
	Level III and IV	18%	17%	42%	21%	-21%	4%
		Mathematics				Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
3	Level I	42%	44%	18%	40%		
	Level II	53%	51%	48%	55%		
	Level III	4%	5%	33%	5%		
	Level IV	0%	0%	0%	0%		
	Level III and IV	4%	5%	33%	5%	-28%	1%
5	Level I	53%	32%	22%	39%		
	Level II	33%	55%	51%	39%		
	Level III	14%	13%	27%	18%		
	Level IV	0%	0%	0%	4%		
	Level III and IV	14%	13%	27%	22%	-6%	8%
		Writing				Gain	
		Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year
5	Level I	13%	20%	5%	20%		
	Level II	50%	57%	45%	44%		
	Level III	38%	22%	47%	36%		
	Level IV	0%	0%	3%	0%		
	Level III and IV	38%	22%	50%	36%	-14%	-2%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The scores that the state reports as Level IIA and Level IIB have been added together and are reported as Level II.

HOPE COMMUNITY ACADEMY CHARTER SCHOOL



SCHOOL PROFILE (2001-2002)

720 Payne Ave., St. Paul, MN 55104

(651) 796-4500

- ✓ Principal: Maychy Vu
- ✓ Established in 2001
- ✓ Serving grades K-4
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 453
- ✓ Instructional Staff: 42
- ✓ Student/Staff Ratio: 10.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—6%
- Asian/Pacific—92%
- Caucasian—1%
- Hispanic—1%
- Other—0%

✓ Program Participation

- ESL—59%
- Special Education—5%
- Free/Reduced Lunch—92%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 88%

State Gain: n/a District Gain: n/a

Minnesota Comprehensive Assessment (MCA) Hope Community							
Percentage of students at each performance level (Spring 2001-2002)							
		Reading		Gain	Mathematics		Gain
		Spring 01*	Spring 02	1 Year	Spring 01*	Spring 02	1 Year
3	Level I	65%	59%		38%	38%	
	Level II	29%	36%		51%	56%	
	Level III	5%	5%		10%	6%	
	Level IV	1%	0%		1%	0%	
	Level III and IV	6%	5%	-1%	11%	6%	-5%

* Pre-Edison

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The scores that the state reports as Level IIA and Level IIB have been added together and are reported as Level II.

KENWOOD-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

1750 Kenwood Ave., Duluth, MN 55811

(218) 728-9556

- ✓ Principal: Bonnie Jorgenson
- ✓ Established in 1997
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 390
- ✓ Instructional Staff: 32
- ✓ Student/Staff Ratio: 12.2/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—5%
- Asian/Pacific—2%
- Caucasian—87%
- Hispanic—2%
- Other—4%

✓ Program Participation

- ESL—0%
- Special Education—10%
- Free/Reduced Lunch—34%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 96%

State Gain: 4.9% District Gain: 5.6%

Minnesota Comprehensive Assessment (MCA) Edison Charter School- Kenwood									
Percentage of students at each performance level (Spring 1998-2002)									
		Reading					Gain		
		Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year	
3	Level I	21%	31%	28%	16%	13%			
	Level II	39%	34%	23%	44%	26%			
	Level III	31%	32%	40%	21%	45%			
	Level IV	9%	3%	9%	19%	17%			
	Level III and IV	40%	35%	49%	40%	62%	22%	22%	
5	Level I	19%	21%	14%	14%	10%			
	Level II	40%	33%	25%	28%	35%			
	Level III	35%	39%	36%	34%	26%			
	Level IV	6%	7%	25%	24%	29%			
	Level III and IV	41%	46%	61%	58%	55%	-3%	14%	
		Mathematics					Gain		
		Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year	
3	Level I	28%	14%	15%	11%	14%			
	Level II	42%	50%	45%	43%	24%			
	Level III	29%	29%	32%	32%	43%			
	Level IV	1%	7%	8%	14%	19%			
	Level III and IV	30%	36%	40%	46%	62%	16%	32%	
5	Level I	23%	19%	14%	10%	8%			
	Level II	50%	51%	38%	43%	37%			
	Level III	27%	28%	34%	31%	37%			
	Level IV	0%	2%	14%	16%	18%			
	Level III and IV	27%	30%	48%	47%	55%	8%	28%	
		Writing					Gain		
		Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	1 year	Multi year	
5	Level I	15%	4%	5%	1%	2%			
	Level II	29%	60%	54%	46%	41%			
	Level III	40%	36%	31%	52%	39%			
	Level IV	15%	0%	10%	0%	18%			
	Level III and IV	55%	36%	41%	52%	57%	5%	2%	

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.
The scores that the state reports as Level IIIA and Level IIIB have been added together and are reported as Level II.

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MIT CHARTER SCHOOL



SCHOOL PROFILE (2001-2002)

1515 Brewster St., St. Paul, MN 55108

(651) 659-0734

- ✓ Principal: Amber Baker
- ✓ Established in 2001
- ✓ Serving grades K-6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 467
- ✓ Instructional Staff: 38
- ✓ Student/Staff Ratio: 12.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—100%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—7%
- Free/Reduced Lunch—68%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 85%

State Gain: n/a District Gain: n/a

Minnesota Comprehensive Assessment (MCA) MIT									
Percentage of students at each performance level (Spring 2001-2002)									
		Reading		Gain	Mathematics		Gain	Writing	
		Spring 01*	Spring 02		Spring 01*	Spring 02		Spring 01*	Spring 02
3	Level I	67%	48%		50%	55%		n/a	n/a
	Level II	30%	42%		50%	43%		n/a	n/a
	Level III	3%	10%		0%	2%		n/a	n/a
	Level IV	0%	0%		0%	0%		n/a	n/a
	Level III and IV	3%	10%	7%	0%	2%	2%	n/a	n/a
5	Level I	63%	40%		61%	48%		22%	10%
	Level II	26%	52%		33%	46%		56%	54%
	Level III	5%	6%		0%	7%		22%	35%
	Level IV	5%	2%		6%	0%		0%	0%
	Level III and IV	11%	8%	-2%	6%	7%	1%	22%	35%

* Pre Edison

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The scores that the state reports as Level IIIA and Level IIIB have been added together and are reported as Level II.

RALEIGH-EDISON ACADEMY

SCHOOL PROFILE (2001-2002)

5905 Raleigh St., Duluth, MN 55807

(218) 628-0697

✓ Principal: Bonnie Jorgenson

✓ Established in 1997

✓ Serving grades K-5

✓ Type of Partnership: District Charter

✓ Enrollment: 197

✓ Instructional Staff: 21

✓ Student/Staff Ratio: 9.2/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—6%

• Asian/Pacific—1%

• Caucasian—87%

• Hispanic—2%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—17%

• Free/Reduced Lunch—64%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 100%

State Gain: 4.9% District Gain: 5.6%

Minnesota Comprehensive Assessment (MCA) Raleigh						
Percentage of students at each performance level (Spring 1998-2002)						
		Reading			Gain	
		Spring 00	Spring 01	Spring 02	1 Year	Multi Year
3	Level I	26%	17%	27%		
	Level II	30%	30%	31%		
	Level III	26%	35%	27%		
	Level IV	17%	17%	15%		
	Level III and IV	43%	52%	42%		
5	Level I	38%	35%	32%		
	Level II	38%	35%	32%		
	Level III	25%	27%	21%		
	Level IV	0%	4%	14%		
	Level III and IV	25%	31%	36%	5%	11%
		Mathematics			Gain	
		Spring 00	Spring 01	Spring 02	1 Year	Multi Year
3	Level I	8%	9%	11%		
	Level II	29%	35%	41%		
	Level III	33%	44%	41%		
	Level IV	29%	13%	7%		
	Level III and IV	62%	57%	48%	-9%	-14%
5	Level I	31%	31%	22%		
	Level II	38%	54%	48%		
	Level III	31%	12%	22%		
	Level IV	0%	4%	7%		
	Level III and IV	31%	15%	30%	15%	-1%
		Writing			Gain	
		Spring 00	Spring 01	Spring 02	1 Year	Multi Year
5	Level I	24%	8%	7%		
	Level II	65%	80%	43%		
	Level III	6%	12%	39%		
	Level IV	0%	0%	11%		
	Level III and IV	6%	12%	50%	38%	44%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

The scores that the state reports as Level IIA and Level IIB have been added together and are reported as Level II.

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WASHBURN JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

201 W. Saint Andrews St., Duluth, MN

55803; (218) 723-2345

- ✓ Principal: Bonnie Jorgenson
- ✓ Established in 1997
- ✓ Serving grades 6-8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 162
- ✓ Instructional Staff: 24
- ✓ Student/Staff Ratio: 6.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—11%
- Asian/Pacific—1%
- Caucasian—81%
- Hispanic—1%
- Other—6%

✓ Program Participation

- ESL—0%
- Special Education—27%
- Free/Reduced Lunch—51%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 78%

State Gain: 2.1% District Gain: 1.7%

Minnesota Grade 8 Basic Skills Test- Washburn							
Percentage of Students Achieving the Standard, Winter 1998-2002							
	1997-98	1998-99	1999-00	2000-01	2001-02	1-yr succ	Mult-yr succ
Reading	63%	59%	71%	66%	79%	13%	16%
Mathematics	53%	43%	49%	51%	63%	12%	10%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.
The scores that the state reports as Level IIA and Level IIB have been added together and are reported as Level II.

ALLEN-EDISON VILLAGE SCHOOL

SCHOOL PROFILE (2001-2002)

706 W. 42nd St., Kansas City, MO 64111

(816) 751-4139

- ✓ Principal: Phyllis Washington
- ✓ Established in 1999
- ✓ Serving grades K-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 433
- ✓ Instructional Staff: 26
- ✓ Student/Staff Ratio: 16.7/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—75%
- Asian/Pacific—0%
- Caucasian—12%
- Hispanic—13%
- Other—0%

✓ Program Participation

- ESL—3%
- Special Education—14%
- Free/Reduced Lunch—49%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 1.1% District Gain: 1.0%

Missouri Assessment Program (MAP) Allen Edison											
Percentage of students at each performance level (Spring 2000-2002)											
		Communication Arts			Gain		Science			Gain	
		2000	2001	2002	1-yr	Mult-yr	2000	2001	2002	1-yr	Mult-yr
3	Step One	29%	27%	2%			28%	35%	7%		
	Progressing	32%	31%	33%			39%	22%	22%		
	Nearing Proficiency	20%	22%	52%			23%	32%	46%		
	Proficient	20%	20%	12%			9%	11%	22%		
	Advanced	0%	0%	0%			2%	0%	2%		
	Proficient or Above	20%	20%	12%	-8%	-8%	11%	11%	24%	13%	13%
7	Step One	52%	15%	19%			70%	45%	39%		
	Progressing	30%	21%	14%			27%	40%	40%		
	Nearing Proficiency	18%	42%	33%			3%	9%	17%		
	Proficient	0%	21%	33%			0%	6%	4%		
	Advanced	0%	2%	2%			0%	0%	0%		
	Proficient or Above	0%	23%	35%	12%	35%	0%	6%	4%	-2%	4%
		Mathematics			Gain		Social Studies			Gain	
		2000	2001	2002	1-yr	Mult-yr	2000	2001	2002	1-yr	Mult-yr
4	Step One	14%	12%	4%			39%	29%	19%		
	Progressing	37%	39%	31%			31%	38%	38%		
	Nearing Proficiency	33%	35%	40%			17%	18%	26%		
	Proficient	12%	10%	21%			10%	9%	11%		
	Advanced	4%	4%	4%			3%	7%	6%		
	Proficient or Above	16%	14%	25%	11%	9%	13%	16%	17%	1%	4%
8	Step One	61%	37%	26%			54%	54%	26%		
	Progressing	25%	41%	40%			17%	18%	16%		
	Nearing Proficiency	14%	15%	30%			29%	25%	40%		
	Proficient	0%	7%	5%			0%	4%	16%		
	Advanced	0%	0%	0%			0%	0%	2%		
	Proficient or Above	0%	7%	5%	-2%	5%	0%	4%	18%	14%	18%
		Health Physical Education			Gain						
		2000	2001	2002	1-yr	Mult-yr					
5	Step One	n/a	14%	7%							
	Progressing	n/a	29%	14%							
	Nearing Proficiency	n/a	29%	40%							
	Proficient	n/a	23%	30%							
	Advanced	n/a	6%	9%							
	Proficient or Above	0%	29%	39%	10%	39%					

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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WESTPORT EDISON MIDDLE ACADEMY

SCHOOL PROFILE (2001-2002)

300 E. 39th St., Kansas City, MO 64111

(816) 531-8404

- ✓ Principal: Jamie Draper
- ✓ Established in 1999
- ✓ Serving grades 6-8
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 744
- ✓ Instructional Staff: 70
- ✓ Student/Staff Ratio: 10.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—94%
- Asian/Pacific—1%
- Caucasian—2%
- Hispanic—3%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—6%
- Free/Reduced Lunch—83%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: -0.3% District Gain: 0.4%

Missouri Assessment Program (MAP) Westport Middle											
Percentage of Students in the Reportable category (Spring 2000-02)											
		Communication Arts			Gains		Science			Gains	
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year	Multi Year
7	Step One	44%	27%	22%			45%	45%	48%		
	Progressing	25%	32%	34%			49%	48%	48%		
	Nearing Proficiency	24%	30%	35%			6%	6%	4%		
	Proficient	8%	11%	9%			1%	1%	0%		
	Advanced	0%	0%	0%			0%	0%	0%		
	Proficient or Above	8%	11%	9%	-2%	1%	1%	1%	0%	-1%	-1%
		Mathematics			Gains		Social Studies			Gains	
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year	Multi Year
8	Step One	60%	49%	54%			45%	36%	44%		
	Progressing	35%	43%	36%			23%	24%	24%		
	Nearing Proficiency	4%	7%	9%			22%	32%	25%		
	Proficient	1%	0%	0%			9%	8%	7%		
	Advanced	0%	0%	0%			0%	0%	0%		
	Proficient or Above	1%	0%	0%	0%	-1%	9%	8%	7%	-1%	-2%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WESTPORT EDISON SENIOR ACADEMY

SCHOOL PROFILE (2001-2002)

315 E. 39th St., Kansas City, MO 64111
(816) 531-8051

- ✓ Principal: Floyd Wilson
- ✓ Established in 1999
- ✓ Serving grades 9-12
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 939
- ✓ Instructional Staff: 64
- ✓ Student/Staff Ratio: 14.7/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—92%
 - Asian/Pacific—2%
 - Caucasian—2%
 - Hispanic—4%
 - Other—0%
- ✓ Program Participation
 - ESL—0%
 - Special Education—12%
 - Free/Reduced Lunch—83%

Achievement Since School Opened: Negative
Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 66%
State Gain: -1.7% District Gain: -0.7%

Missouri Assessment Program (MAP) Westport Senior											
Percentage of Students in the Reportable category (Spring 2000-02)											
		Mathematics			Gain		Science			Gain	
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year	Multi Year
10	Step One	73%	51%	70%			79%	58%	71%		
	Progressing	22%	40%	23%			18%	34%	25%		
	Nearing Proficiency	6%	9%	7%			3%	7%	4%		
	Proficient	0%	0%	0%			0%	0%	0%		
	Advanced	0%	0%	0%			0%	0%	0%		
	Proficient or Above	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Communication Arts			Gain		Social Studies			Gain	
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year	Multi Year
11	Step One	61%	38%	47%			78%	57%	64%		
	Progressing	21%	26%	25%			15%	25%	19%		
	Nearing Proficiency	14%	34%	24%			5%	17%	15%		
	Proficient	4%	2%	4%			1%	2%	2%		
	Advanced	0%	0%	0%			0%	0%	0%		
	Proficient or Above	4%	2%	4%	2%	0%	1%	2%	2%	0%	1%
		Health/Physical Education			Gains						
		2000	2001	2002	1 year	Multi Year					
9	Step One	n/a	29%	56%							
	Progressing	n/a	34%	29%							
	Nearing Proficiency	n/a	31%	14%							
	Proficient	n/a	6%	1%							
	Advanced	n/a	0%	0%							
	Proficient or Above	n/a	6%	1%	-5%	n/a					

Source: <http://www.dese.state.mo.us/planning/profile/building/bd048078.htm>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WOODLAND-EDISON CLASSICAL ACADEMY

SCHOOL PROFILE (2001-2002)

711 Woodland, Kansas City, MO 64106

(816) 418-8400

- ✓ Principal: Everlyn Williams
- ✓ Established in 1999
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 435
- ✓ Instructional Staff: 34
- ✓ Student/Staff Ratio: 12.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—85%
- Asian/Pacific—2%
- Caucasian—8%
- Hispanic—5%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—9%
- Free/Reduced Lunch—87%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 85%

State Gain: 2.4% District Gain: 1.6%

Missouri Assessment Program (MAP)—Woodland Classical										
Percentage of Students in the Reportable category (Spring 2000-02)										
		Communication Arts			Gains		Science			Gains
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year Multi Year
3	Step One	14%	33%	22%			15%	30%	11%	
	Progressing	38%	45%	27%			27%	37%	23%	
	Nearing Proficiency	31%	20%	37%			38%	30%	49%	
	Proficient	17%	2%	12%			16%	3%	16%	
	Advanced	1%	0%	1%			4%	0%	0%	
	Proficient or Above	18%	2%	13%	11%	-5%	20%	3%	16%	13% -4%
		Mathematics			Gains		Social Studies			Gains
		2000	2001	2002	1 year	Multi Year	2000	2001	2002	1 year Multi Year
4	Step One	8%	8%	12%			19%	16%	30%	
	Progressing	28%	42%	47%			28%	37%	37%	
	Nearing Proficiency	53%	36%	36%			19%	34%	30%	
	Proficient	11%	12%	5%			25%	9%	2%	
	Advanced	0%	2%	0%			9%	5%	0%	
	Proficient or Above	11%	14%	5%	-9%	-6%	34%	14%	2%	-12% -32%
		Health/Physical Education			Gains					
		2000	2001	2002	1 year	Multi Year				
5	Step One	n/a	6%	5%						
	Progressing	n/a	39%	21%						
	Nearing Proficiency	n/a	37%	33%						
	Proficient	n/a	18%	35%						
	Advanced	n/a	0%	6%						
	Proficient or Above	n/a	18%	41%	23%	n/a				

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

ANN LYNCH ELEMENTARY

SCHOOL PROFILE (2001-2002)

4850 Keli Lane, Las Vegas, NV 89115

(702) 799-8820

- ✓ Principal: Sheila Jones-Mosely
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 990
- ✓ Instructional Staff: 77
- ✓ Student/Staff Ratio: 12.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—12%
- Asian/Pacific—3%
- Caucasian—21%
- Hispanic—63%
- Other—1%

✓ Program Participation

- ESL—31%
- Special Education—7%
- Free/Reduced Lunch—86%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 85%

State Gain: n/a District Gain: n/a

Lynch, Grade 4	
Nevada State Writing Proficiency Examination	
Percent Proficient (3 or higher)	
	2002
Ideas	32%
Organization	26%
Voice	27%
Conventions	25%
All Four Traits	11%

Terra Nova- Lynch										
National Percentile of the Mean Normal Curve Equivalent (Fall 2001*-Spring 2002)										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	22%	n/a	22%	n/a	23%	n/a	22%	n/a	20%
Grade 4	31%	n/a	30%	n/a	32%	n/a	28%	n/a	40%	n/a
Grade 5	n/a	31%	n/a	31%	n/a	29%	n/a	23%	n/a	25%
* Baseline Scores										

Source: http://www.ccsd.nv/schools/acc_reports/school_acc.phiml

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

CAHLAN ELEMENTARY

SCHOOL PROFILE (2001-2002)

2801 Ft. Sumter Dr., N. Las Vegas, NV 89030

(702) 799-7103

- ✓ Principal: Jean Jackson
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 894
- ✓ Instructional Staff: 69
- ✓ Student/Staff Ratio: 13/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—15%
- Asian/Pacific—1%
- Caucasian—3%
- Hispanic—80%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—4%
- Free/Reduced Lunch—91%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 92%

State Gain: n/a District Gain: n/a

Calhan, Nevada State Writing Proficiency Examination Percent Proficient	Grade 4 Proficiency Examination n=3 or higher
	2002
Ideas	40%
Organization	33%
Voice	37%
Conventions	39%
All Four Traits	15%

Terra Nova-Calhan										
National Percentile of the Mean Norm										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	38%	n/a	39%	n/a	43%	n/a	33%	n/a	36%
Grade 4	31%	n/a	32%	n/a	37%	n/a	26%	n/a	n/a	n/a
Grade 5	n/a	29%	n/a	30%	n/a	44%	n/a	26%	n/a	29%

* Based on Statewide Scores

* Baseline Scores

Due to rounding some gains and/or "proficient and above" numbers may not add up to 100% or may not be a reflection of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

CHARLES I. WEST MIDDLE SCHOOL

SCHOOL PROFILE (2001-2002)

2050 Sapphire Stone Ave., Las Vegas, NV

89106; (702) 799-3120

- ✓ Principal: Karen Williams
- ✓ Established in 2001
- ✓ Serving grades 6-8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,105
- ✓ Instructional Staff: 85
- ✓ Student/Staff Ratio: 13/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—69%
- Asian/Pacific—3%
- Caucasian—5%
- Hispanic—23%
- Other—0%

✓ Program Participation

- ESL—22%
- Special Education—15%
- Free/Reduced Lunch—65%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 68%

State Gain: n/a District Gain: n/a

Source: http://www.ci.westmiddle.schools/nvcs_reports/ke002_ke001.pdf

<i>West Middle, Grade 8</i>	
<i>Nevada State Writing Proficiency Examination</i>	
<i>Percent Proficient (3 or higher)</i>	
	2002
<i>Ideas</i>	57%
<i>Organization</i>	57%
<i>Voice</i>	54%
<i>Conventions</i>	56%
<i>All Four Traits</i>	56%

Terra Nova- West Middle										
<i>National Percentile of the Mean Normal Curve Equivalent (Fall 2001-Spring 2002)</i>										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 6	n/a	25%	n/a	25%	n/a	25%	n/a	24%	n/a	18%
Grade 7	n/a	28%	n/a	24%	n/a	27%	n/a	21%	n/a	21%
Grade 8	29%	n/a	32%	n/a	26%	n/a	26%	n/a	n/a	n/a

* Baseline Scores

Due to rounding some above and/or "above/below" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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CRESTWOOD ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

1300 Pauline Way, Las Vegas, NV 89014

(702) 799-7890

- ✓ Principal: Sue Bernheisel
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 901
- ✓ Instructional Staff: 79
- ✓ Student/Staff Ratio: 11.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—6%
- Asian/Pacific—6%
- Caucasian—19%
- Hispanic—67%
- Other—2%

✓ Program Participation

- ESL—23%
- Special Education—3%
- Free/Reduced Lunch—92%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 92%

State Gain: n/a District Gain: n/a

Crestwood, Grade 4 Nevada State Writing Proficiency Examination Percent Proficient (3 or higher)	
	2002
Ideas	39%
Organization	30%
Voice	30%
Conventions	30%
All Four Traits	18%

Terra Nova- Crestwood										
National Percentile of the Mean Normal Curve Equivalent (Fall 2001*-Spring 2002)										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	40%	n/a	37%	n/a	41%	n/a	35%	n/a	9%
Grade 4	40%	n/a	41%	n/a	39%	n/a	37%	n/a	n/a	n/a
Grade 5	n/a	48%	n/a	44%	n/a	49%	n/a	38%	n/a	n/a
* Baseline Scores										

Due to rounding, some scores and/or "significant and above" numbers may not accurately be reflection of the numbers you would obtain by adding and/or subtracting the numbers' displayed in the chart.

JOHN S. PARK ELEMENTARY

SCHOOL PROFILE (2001-2002)

931 Franklin Ave., Las Vegas, NV 89104

(702) 799-7904

- ✓ Principal: Jean Fortuna
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 814
- ✓ Instructional Staff: 60
- ✓ Student/Staff Ratio: 13.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—7%
- Asian/Pacific—6%
- Caucasian—14%
- Hispanic—71%
- Other—2%

✓ Program Participation

- ESL—14%
- Special Education—4%
- Free/Reduced Lunch—70%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 93%

State Gain: n/a District Gain: n/a

Park, Grade 4	
Nevada State Writing Proficiency Examination	
Percent Proficient (3 or higher)	
	2002
Ideas	35%
Organization	29%
Voice	32%
Conventions	31%
All Four Traits	22%

Terra Nova- Park										
National Percentile of the Mean Normal Curve Equivalent (Fall 2001-Spring 2002)										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	30%	n/a	32%	n/a	27%	n/a	31%	n/a	27%
Grade 4	29%	n/a	32%	n/a	33%	n/a	27%	n/a	34%	n/a
Grade 5	n/a	45%	n/a	42%	n/a	43%	n/a	33%	n/a	34%
* Baseline Scores										

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

LINCOLN ELEMENTARY

SCHOOL PROFILE (2001-2002)

3010 Berg St., N. Las Vegas, NV 89030

(702) 799-7133

- ✓ Principal: Celeste Oakes
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 791
- ✓ Instructional Staff: 72
- ✓ Student/Staff Ratio: 11/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—21%
- Asian/Pacific—1%
- Caucasian—6%
- Hispanic—70%
- Other—2%

✓ Program Participation

- ESL—45%
- Special Education—2%
- Free/Reduced Lunch—89%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 92%

State Gain: n/a District Gain: n/a

Lincoln, Grade 4	
Nevada State Writing Proficiency Examination	
Percent Proficient (3 or higher)	
	2002
Ideas	43%
Organization	33%
Voice	34%
Conventions	35%
All Four Traits	13%

Terra Nova- Lincoln										
National Percentile of the Mean Normal Curve Equivalent (Fall 2001*-Spring 2002)										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	24%	n/a	26%	n/a	24%	n/a	25%	n/a	23%
Grade 4	37%	n/a	38%	n/a	41%	n/a	29%	n/a	n/a	n/a
Grade 5	n/a	32%	n/a	29%	n/a	29%	n/a	21%	n/a	24%

* Baseline Scores

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

RONNOW ELEMENTARY

SCHOOL PROFILE (2001-2002)

1100 Lena St., Las Vegas, NV 89101

(702) 799-7159

- ✓ Principal: Doug Wilson
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,066
- ✓ Instructional Staff: 73
- ✓ Student/Staff Ratio: 14.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—11%
- Asian/Pacific—2%
- Caucasian—8%
- Hispanic—78%
- Other—0%

✓ Program Participation

- ESL—40%
- Special Education—3%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 94%

State Gain: n/a District Gain: n/a

Ronnow, Grade 4	
Nevada State Writing Proficiency Examination	
Percent Proficient (3 or higher)	
	2002
Ideas	38%
Organization	27%
Voice	25%
Conventions	25%
All Four Traits	12%

Terra Nova- Ronnow										
National Percentile of the Mean Normal Curve Equivalent (Fall 2001*-Spring 2002)										
Grade	Reading		Language Arts		Mathematics		Science		Social Studies	
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02
Grade 3	n/a	16%	n/a	24%	n/a	20%	n/a	27%	n/a	n/a
Grade 4	33%	n/a	31%	n/a	33%	n/a	28%	n/a	n/a	n/a
Grade 5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
* Baseline Scores										

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

GRANVILLE CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

363 West State St., Trenton, NJ 08618

(609) 656-1300

- ✓ Principal: Danita Ward
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 496
- ✓ Instructional Staff: 45
- ✓ Student/Staff Ratio: 11/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—96%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—3%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—9%
- Free/Reduced Lunch—78%

Achievement Since School Opened: Incomplete Data

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

Elementary School Proficiency Assessment (ESPA)--Granville						
Percentage of students at each performance level (Spring 2000-2001)						
	Language Arts Literacy				Gain	
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	1 year	Multi year
Advanced Proficient	0.0%	0.0%	0.0%	n/a		
Proficient	2.7%	11.1%	25.7%	n/a		
Partially Proficient	97.3%	88.9%	74.3%	n/a		
Proficient or Above	2.7%	11.1%	25.7%	n/a	n/a	n/a
	Mathematics				Gain	
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	1 year	Multi year
Advanced Proficient	1.4%	1.4%	0.0%	n/a		
Proficient	21.9%	25.0%	14.1%	n/a		
Partially Proficient	76.7%	73.6%	85.9%	n/a		
Proficient or Above	23.3%	26.4%	14.1%	n/a	n/a	n/a
	Science				Gain	
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	1 year	Multi year
Advanced Proficient	5.5%	0.0%	2.9%	n/a		
Proficient	53.4%	45.8%	34.3%	n/a		
Partially Proficient	41.1%	54.2%	62.9%	n/a		
Proficient or Above	58.9%	45.8%	37.2%	n/a	n/a	n/a

Scores not available at time of publishing.

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

GRANVILLE CHARTER MIDDLE SCHOOL

SCHOOL PROFILE (2001-2002)

363 West State St., Trenton, NJ 08618

(609) 656-1300

- ✓ Principal: Danita Ward
- ✓ Established in 1999
- ✓ Serving grades 6-8
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 322
- ✓ Instructional Staff: 29
- ✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—95%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—5%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—62%

Achievement Since School Opened: Incomplete Data

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

Grade Eight Proficiency Assessment (GEPA)--Granville Jr. Percentage of students at each performance level (Spring 2000-2002)				
	Language Arts Literacy			Gain
	Spring 00	Spring 01	Spring 02	1 year
Advanced Proficient	0.0%	0.0%	n/a	
Proficient	23.7%	19.0%	n/a	
Partially Proficient	76.3%	81.0%	n/a	
Proficient or Above	23.7%	19.0%	n/a	n/a
	Mathematics			Gain
	Spring 00	Spring 01	Spring 02	1 year
Advanced Proficient	1.3%	1.0%	n/a	
Proficient	14.3%	10.0%	n/a	
Partially Proficient	84.4%	89.0%	n/a	
Proficient or Above	15.6%	11.0%	n/a	n/a
	Science			Gain
	Spring 00	Spring 01	Spring 02	1 year
Advanced Proficient	1.3%	1.0%	n/a	
Proficient	27.3%	19.0%	n/a	
Partially Proficient	71.4%	80.0%	n/a	
Proficient or Above	28.6%	20.0%	n/a	n/a

Source: hard copies

Scores not available at time of publishing.

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

GRANVILLE CHARTER HIGH SCHOOL

SCHOOL PROFILE (2001–2002)

363 West State St., Trenton, NJ 08618

(609) 656-1300

- ✓ Principal: Doris Carpenter
- ✓ Established in 2000
- ✓ Serving grades 9–12
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 322
- ✓ Instructional Staff: 29
- ✓ Student/Staff Ratio: 11/1

STUDENT PROFILE (2001–2002)

✓ Ethnicity:

- African American—95%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—5%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—62%

Achievement Since School Opened: Incomplete Data

Overall Parent Satisfaction 2001–2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

New Jersey High School Proficiency Test (HSPT)-Granville High				
Percentage of Students Passing (Fall 2000-Spring 2002)				
Reading			Gain	
Fall 2000	Spring 2001	Spring 2002	1 year	Multi year
39.6%	36.7%	n/a	n/a	n/a
Mathematics			Gain	
36.5%	12.9%	n/a	n/a	n/a
Writing			Gain	
62.5%	22.7%	n/a	n/a	n/a

Scores not available at time of publishing.

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

SCHOMBURG CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

508 Grand St., Jersey City, NJ 07302

(201) 459-9989

- ✓ Principal: James Joiner
- ✓ Established in 2000
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 426
- ✓ Instructional Staff: 47
- ✓ Student/Staff Ratio: 9.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—92%
- Asian/Pacific—1%
- Caucasian—1%
- Hispanic—6%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—90%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 81%

State Gain: n/a District Gain: n/a

Elementary School Proficiency Assessment (ESPA) -- Schomburg						
<i>Percentage of Students at each Proficiency Level (2001-02)</i>						
	Language Arts Literacy		Gain	Mathematics		Gain
	Spring 2001	Spring 2002	1-yr succ	Spring 2001	Spring 2002	1-yr succ
Advanced Proficient	0.0%	0.0%	0.0%	1.8%	0.0%	-1.8%
Proficient	37.5%	28.3%	-9.2%	25.0%	12.7%	-12.3%
Partially Proficient	62.5%	71.7%	9.2%	73.2%	87.3%	14.1%
Mean Scale Score	182.9	189.5	6.6	181.2	168.5	-12.7
Proficient or Above	37.5%	28.3%	-9.2%	26.8%	12.7%	-14.1%
	Science		Gain	Social Studies		Gain
	Spring 2001	Spring 2002	1-yr succ	Fall 2000	Fall 2001	1-yr succ
Advanced Proficient	1.8%	n/a	n/a	n/a	0.0%	n/a
Proficient	14.5%	n/a	n/a	n/a	23.9%	n/a
Partially Proficient	83.6%	n/a	n/a	n/a	76.1%	n/a
Mean Scale Score	181.3	n/a	n/a	n/a	189.1	n/a
Proficient or Above	16.3%	n/a	n/a	n/a	23.9%	n/a

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

SCHOOL PROFILE (2001-2002)

2303 Kenmore Ave., Buffalo, NY 14207

(585) 454-0100

- ✓ Principal: Larry Ljungberg
- ✓ Established in 2001
- ✓ Serving grades K-6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 700
- ✓ Instructional Staff: 78
- ✓ Student/Staff Ratio: 9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—37%
- Asian/Pacific—0%
- Caucasian—49%
- Hispanic—8%
- Other—6%

✓ Program Participation

- ESL—0%
- Special Education—13%
- Free/Reduced Lunch—65%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 96%

State Gain: n/a District Gain: n/a

Terra Nova									
NPR of Mean NCE (Fall 2001-Spring 2002)									
Grade	Reading		Gain	Language		Gain	Mathematics		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	29	39	10	31	33	2	33	36	3
3	39	37	-2	34	35	1	33	29	-4
4	37	38	1	36	41	5	36	39	3
5	45	50	5	43	45	2	36	36	0
6	50	51	1	46	47	1	43	45	2

New York Statewide Testing Program- CSAT	
Grade 4 - English Language Arts	
	Spring 02
Level IV	3%
Level III	28%
Level III	48%
Level I	22%
Level III and Above	31%
Grade 4 - Mathematics	
	Spring 02
Level IV	6%
Level III	27%
Level III	49%
Level I	18%
Level III and Above	33%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.



HARRIET TUBMAN CHARTER SCHOOL

NEW YORK

SCHOOL PROFILE (2001-2002)

3565 Third Ave., Bronx, NY 10456

(718) 537-9912

- ✓ Principal: Michele Pierce
- ✓ Established in 2001
- ✓ Serving grades K-3
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 110
- ✓ Instructional Staff: 16
- ✓ Student/Staff Ratio: 6.9/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—100%
 - Asian/Pacific—0%
 - Caucasian—0%
 - Hispanic—0%
 - Other—0%
- ✓ Program Participation
 - ESL—0%
 - Special Education—5%
 - Free/Reduced Lunch—59%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 100%

State Gain: n/a District Gain: n/a

SAT9- Harriett Tubman									
National Percentile Rank of the Mean NCE, (Fall 2001-Spring 2002)									
Grade	Reading		Gain	Language		Gain	Mathematics		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
K	77	86	9	n/a	n/a	n/a	43	58	15
1	62	44	-18	n/a	40	n/a	30	46	16
2	49	37	-12	40	n/a	n/a	24	24	0
3	31	37	6	n/a	35	n/a	32	37	5

Source: <http://www.emsc.nysed.gov/ats/>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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NEW COVENANT CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

174 Third St., Albany, NY 12210

(518) 463-3912

- ✓ Principal: Eleanor Bartlett
- ✓ Established in 2000
- ✓ Serving grades K-7
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 702
- ✓ Instructional Staff: 62
- ✓ Student/Staff Ratio: 11.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—95%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—3%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—8%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 93%

State Gain: 0.0% District Gain: 5.3%

New York Statewide Testing Program- New Covenant					
Grade 4 - English Language Arts					
	Spring 00*	Spring 01	Spring 02	1-yr gain	Multi-yr gain
Level IV	0%	0%	1%	1%	1%
Level III	9%	22%	14%	-8%	5%
Level II	40%	36%	45%	9%	5%
Level I	52%	42%	40%	-2%	-12%
Level III and Above	9%	22%	15%	-7%	6%
Grade 4 - Mathematics					
	Spring 00*	Spring 01	Spring 02	1-yr gain	Multi-yr gain
Level IV	0%	4%	3%	-2%	3%
Level III	3%	17%	30%	12%	26%
Level II	36%	46%	41%	-5%	5%
Level I	61%	33%	27%	-6%	-34%
Level III and Above	3%	22%	32%	10%	29%

*Pre-Edison

Source: <http://www.emsc.nysed.gov/irts/>

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

STEPPING STONE ACADEMY CHARTER SCHOOL

SCHOOL PROFILE (2001–2002)

909 E. Ferry St., Buffalo, NY 14211

(716) 895-5766

- ✓ Principal: D'Angelo Alexander
- ✓ Established in 2001
- ✓ Serving grades K–5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 304
- ✓ Instructional Staff: 24
- ✓ Student/Staff Ratio: 12.7/1

STUDENT PROFILE (2001–2002)

✓ Ethnicity:

- African American—99%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—0%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—80%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001–2002 (Combined A & B Score): 77%

State Gain: n/a District Gain: n/a

Terra Nova- Stepping Stone Academy									
NPR of Mean NCE									
Grade	Reading		Gain	Language		Gain	Mathematics		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
1	19	24	5	15	20	5	7	21	14
2	19	25	6	19	21	2	17	21	4
3	30	30	0	29	32	3	33	30	-3
4	28	28	0	20	30	10	25	33	8
5	34	37	3	30	28	-2	28	35	7

New York Statewide Testing Program (NYSTP) – Stepping Stone	
Grade 4 - English Language Arts	
	Spring 02
Level IV	2%
Level III	15%
Level II	48%
Level I	35%
Level III and Above	17%
Grade 4 - Mathematics	
	Spring 02
Level IV	0%
Level III	12%
Level II	49%
Level I	39%
Level III and Above	12%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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THE CHARTER SCHOOL OF SCIENCE & TECHNOLOGY

SCHOOL PROFILE (2001-2002)

690 St. Paul St., Rochester, NY 14605

(716) 454-0100

- ✓ Principal: Kathleen Fuller
- ✓ Established in 2000
- ✓ Serving grades K-9
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 978
- ✓ Instructional Staff: 118
- ✓ Student/Staff Ratio: 8.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—85%
- Asian/Pacific—0%
- Caucasian—4%
- Hispanic—7%
- Other—4%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—85%

Achievement Since School Opened: Negative
Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 60%
State Gain: 0.0% District Gain: 1.1%

New York Statewide Testing Program (NYSTP) -- CSST			
Grade 4 - English Language Arts			
	Spring 01	Spring 02	Gains
Level IV	2%	0%	
Level III	25%	16%	
Level II	54%	48%	
Level I	18%	36%	
Level III and Above	28%	16%	-12%
Grade 4 - Mathematics			
	Spring 01	Spring 02	Gains
Level IV	12%	0%	
Level III	33%	14%	
Level II	36%	47%	
Level I	20%	40%	
Level III and Above	45%	14%	-31%

New York Statewide Testing Program (NYSTP) -- CSST	
Grade 8 - English Language Arts	
	Spring 02
Level IV	1%
Level III	6%
Level II	78%
Level I	15%
Level III and Above	7%
Grade 8 - Mathematics	
	Spring 02
Level IV	0%
Level III	8%
Level II	29%
Level I	63%
Level III and Above	8%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

THE RIVERHEAD CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

P.O. Box 354, Calverton, NY 11933

(631) 369-5800

- ✓ Principal: Steve Cohen
- ✓ Established in 2001
- ✓ Serving grades K-4
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 142
- ✓ Instructional Staff: 24
- ✓ Student/Staff Ratio: 5.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—60%
- Asian/Pacific—2%
- Caucasian—20%
- Hispanic—7%
- Other—11%

✓ Program Participation

- ESL—0%
- Special Education—11%
- Free/Reduced Lunch—54%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 83%

State Gain: n/a District Gain: n/a

Riverhead CS- Terra Nova									
National Percentile Rank of the Mean NCE									
Grade	Reading		Gain	Language		Gain	Mathematics		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
1	15	25	10	19	29	10	2	37	35
2	30	35	5	15	26	11	29	19	-10
3	48	54	6	37	48	11	38	42	4
4	28	32	4	22	46	24	32	45	13

New York Statewide Testing Program (NYSTP) -- Riverhead	
Grade 4 - English Language Arts	
	Spring 02
Level IV	7%
Level III	29%
Level II	36%
Level I	29%
Level III and Above	36%
Grade 4 - Mathematics	
	Spring 02
Level IV	15%
Level III	15%
Level II	46%
Level I	23%
Level III and Above	31%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

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SWIFT CREEK-EDISON ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

2420 Swift Creek School Rd., Whitakers,
NC 27891; (252) 937-5626

- ✓ Principal: Deborah Carroll
- ✓ Established in 1999
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 370
- ✓ Instructional Staff: 31
- ✓ Student/Staff Ratio: 11.9/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—87%
 - Asian/Pacific—1%
 - Caucasian—9%
 - Hispanic—1%
 - Other—2%
- ✓ Program Participation
 - ESL—0%
 - Special Education—12%
 - Free/Reduced Lunch—82%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 75%

State Gain: n/a District Gain: n/a

North Carolina End-of-Grade Tests—Swift Creek							
Percent Proficient							
Grade	Reading			Gains			
	2000	2001	2002	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
3	74.0	56.5	30.2	n/a	-26.3	n/a	-43.8
4	75.8	48.6	56.9	0.4	8.3	n/a	-18.9
5	81.1	58.8	72.9	24.3	14.1	-1.1	-8.2
Grade	Mathematics			Gains			
	2000	2001	2002	1-yr same	1-yr succ	Mult-yr same	Mult-yr succ
3	72.7	22.6	17.5	n/a	-5.1	n/a	-55.2
4	84.9	61.1	52.9	30.3	-8.2	n/a	-32
5	83.1	71.2	67.8	6.7	-3.4	-4.9	-15.3

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

DAYTON VIEW ACADEMY

SCHOOL PROFILE (2001-2002)

1416 W. Riverview Ave., Dayton, OH 45407

(937) 567-9426

- ✓ Principal: Pat Love
- ✓ Established in 2000
- ✓ Serving grades K-6
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 816
- ✓ Instructional Staff: 75
- ✓ Student/Staff Ratio: 10.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—98%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—0%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—10%
- Free/Reduced Lunch—90%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 5.2% District Gain: 1.6%

Ohio Proficiency Test, 2nd Edition—Dayton View Academy						
Percentage of Students At/Above Proficiency Level (Spring 2000-2002)						
Grade	Reading		1	Grade	Reading	
	Spring 01	Spring 02	succ 01-02		Spring 01	Spring 02
4	30%	19%	-11%	6	n/a	17%
	Mathematics		Gains		Mathematics	
	Spring 01	Spring 02	succ 01-02		Spring 01	Spring 02
	15%	22%	7%		n/a	9%
	Writing		Gains		Writing	
	Spring 01	Spring 02	succ 01-02		Spring 01	Spring 02
	59%	69%	10%		n/a	88%
	Science		Gains		Science	
	Spring 01	Spring 02	succ 01-02		Spring 01	Spring 02
	7%	33%	26%		n/a	17%
	Citizenship		Gains		Citizenship	
	Spring 01	Spring 02	succ 01-02		Spring 01	Spring 02
	19%	36%	17%		n/a	28%

Source: hard copies

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

THE DAYTON ACADEMY

SCHOOL PROFILE (2001-2002)

4401 Dayton Liberty Rd., Dayton, OH 45418

(937) 262-4081

✓ Principal: Bonnie Smith

✓ Established in 1999

✓ Serving grades K-7

✓ Type of Partnership: Independent Charter

✓ Enrollment: 951

✓ Instructional Staff: 86

✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—98%

• Asian/Pacific—0%

• Caucasian—0%

• Hispanic—0%

• Other—2%

✓ Program Participation

• ESL—0%

• Special Education—10%

• Free/Reduced Lunch—79%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 79%

State Gain: 3.6% District Gain: 2.7%

Ohio Proficiency Test, 2nd Edition—Dayton Academy					
Percentage of Students At/Above Proficiency Level (Spring 2000-2002)					
Grade	Reading			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
4	19%	21%	20%	-1%	1%
	Mathematics			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	19%	13%	20%	7%	1%
	Writing			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	44%	45%	53%	8%	9%
	Science			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	13%	12%	37%	25%	25%
	Citizenship			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	19%	28%	24%	-4%	5%
6	Reading			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	n/a	18%	20%	2%	n/a
	Mathematics			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	n/a	16%	10%	-6%	n/a
	Writing			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	n/a	66%	66%	0%	n/a
	Science			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	n/a	20%	16%	-4%	n/a
	Citizenship			Gains	
	Spring 00	Spring 01	Spring 02	succ 01-02	succ 00-02
	n/a	36%	31%	-5%	n/a

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.



CHESTER HIGH SCHOOL

PENNSYLVANIA

SCHOOL PROFILE (2001-2002)

200 W. 9th St., Chester, PA 19013

(610) 447-3739

- ✓ Principal: Major Poteat
- ✓ Established in 2001
- ✓ Serving grades 9-12
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 1,372
- ✓ Instructional Staff: 133
- ✓ Student/Staff Ratio: 10.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—91%
- Asian/Pacific—0%
- Caucasian—3%
- Hispanic—6%
- Other—0%

✓ Program Participation

- ESL—2%
- Special Education—19%
- Free/Reduced Lunch—70%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 34%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Chester High School

National Percentile Rank of Mean NCE

Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
9	18	21	3	18	19	1	13	15	2
10	16	17	1	15	15	0	16	18	2
11	19	28	9	16	22	6	20	23	3
12	23	24	1	19	20	1	20	21	1

Chester High

Pennsylvania System of School Assessment (PSSA)

Grade 11

	Math
	2002
Below Basic	64%
Basic	27%
Proficient	8%
Advanced	1%
Proficient and Above	9%
	Reading
	2002
Below Basic	54%
Basic	33%
Proficient	13%
Advanced	1%
Proficient and Above	14%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

COLUMBUS ELEMENTARY

SCHOOL PROFILE (2001-2002)

320 W. 10th St., Chester, PA 19013
(610) 447-3800

- ✓ Principal: Mary Torian Dunnock
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 793
- ✓ Instructional Staff: 70
- ✓ Student/Staff Ratio: 11.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—82%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—14%
- Other—3%

✓ Program Participation

- ESL—12%
- Special Education—16%
- Free/Reduced Lunch—94%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Columbus									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	17	15	-2	16	18	2	10	14	4
3	14	19	5	13	21	8	8	19	11
4	14	15	1	17	18	1	14	22	8
5	10	17	7	16	17	1	11	17	6

Columbus	
Pennsylvania System of School Assessment (PSSA)	
Grade 5	
	Math
	2002
Below Basic	88%
Basic	11%
Proficient	1%
Advanced	0%
Proficient and Above	1%
	Reading
	2002
Below Basic	74%
Basic	18%
Proficient	8%
Advanced	0%
Proficient and Above	8%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

LINCOLN-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

559 W. King St., York, PA 17401

(717) 849-1305

- ✓ Principal: Mike Fogle
- ✓ Established in 2000
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 712
- ✓ Instructional Staff: 69
- ✓ Student/Staff Ratio: 10.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—37%
- Asian/Pacific—0%
- Caucasian—21%
- Hispanic—32%
- Other—10%

✓ Program Participation

- ESL—7%
- Special Education—13%
- Free/Reduced Lunch—91%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 0.5% District Gain: 6.4%

Pennsylvania System of School Assessment (PSSA) -- Lincoln			
Grade 5			
	Math		Gain
	2001	2002	1 Year
Below Basic	60%	57%	
Basic	31%	23%	
Proficient	8%	10%	
Advanced	1%	10%	
Proficient and Above	9%	20%	11%
	Reading		Gain
	2001	2002	1 Year
Below Basic	69%	51%	
Basic	16%	25%	
Proficient	14%	24%	
Advanced	1%	0%	
Proficient and Above	15%	24%	9%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

MAIN STREET ELEMENTARY/MIDDLE SCHOOL

SCHOOL PROFILE (2001-2002)

704 Main St., Upland, PA 19015

(610) 447-3685

- ✓ Principal: Jolinda Bove
- ✓ Established in 2001
- ✓ Serving grades K-8
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 431
- ✓ Instructional Staff: 58
- ✓ Student/Staff Ratio: 7.4/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—78%
- Asian/Pacific—0%
- Caucasian—18%
- Hispanic—3%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—18%
- Free/Reduced Lunch—64%

Achievement Since School Opened: Negative
Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 38%
State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Main Street									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	19	14	-5	28	18	-10	19	22	3
3	39	27	-12	56	41	-15	50	41	-9
4	28	19	-9	34	21	-13	24	32	8
5	19	26	7	30	34	4	29	25	-4
6	23	23	0	33	27	-6	23	26	3
7	20	14	-6	28	22	-6	22	26	4
8	24	21	-3	26	25	-1	33	32	-1

Main Street			
Pennsylvania System of School Assessment (PSSA)			
Grade 5		Grade 8	
	Math		Math
	2002		2002
Below Basic	66%	Below Basic	66%
Basic	24%	Basic	23%
Proficient	7%	Proficient	9%
Advanced	3%	Advanced	3%
Proficient and Above	10%	Proficient and Above	11%
	Reading		Reading
	2002		2002
Below Basic	67%	Below Basic	49%
Basic	19%	Basic	38%
Proficient	15%	Proficient	10%
Advanced	0%	Advanced	3%
Proficient and Above	15%	Proficient and Above	13%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.



MARIANA BRACETTI ACADEMY CHARTER SCHOOL

PENNSYLVANIA

SCHOOL PROFILE (2001-2002)

2501 Kensington Ave., Philadelphia, PA

19133; (215) 291-4436

- ✓ Principal: Todd McIntyre
- ✓ Established in 2001
- ✓ Serving grades 6-9
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 569
- ✓ Instructional Staff: 53
- ✓ Student/Staff Ratio: 10.7/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—31%
- Asian/Pacific—0%
- Caucasian—2%
- Hispanic—66%
- Other—1%

✓ Program Participation

- ESL—27%
- Special Education—15%
- Free/Reduced Lunch—75%

Achievement Since School Opened: Baseline

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 66%

State Gain: n/a District Gain: n/a

Mariana Bracetti Pennsylvania System of School Assessment (PSSA) Grade 8		
Math		Gain
	2002	1 Year
Below Basic	87%	
Basic	11%	
Proficient	2%	
Advanced	0%	
Proficient and Above	2%	
Reading		Gain
	2002	1 Year
Below Basic	69%	
Basic	24%	
Proficient	6%	
Advanced	1%	
Proficient and Above	7%	
*Pre-Edison		

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

PULASKI JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

2820 W. 7th St., Chester, PA 19013

(610) 447-3777

- ✓ Principal: Louis W. Mason
- ✓ Established in 2001
- ✓ Serving grades 5-8
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 438
- ✓ Instructional Staff: 41
- ✓ Student/Staff Ratio: 10.7/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—96%
- Asian/Pacific—0%
- Caucasian—3%
- Hispanic—1%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—22%
- Free/Reduced Lunch—67%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 82%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Pulaski									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
5	9	12	3	16	15	-1	7	10	3
6	12	8	-4	11	11	0	6	7	1
7	9	9	0	14	16	2	10	15	5
8	14	12	-2	21	13	-8	15	20	5

Pulaski			
Pennsylvania System of School Assessment (PSSA)			
Grade 5		Grade 8	
	Math		Math
	2002		2002
Below Basic	92%	Below Basic	80%
Basic	6%	Basic	15%
Proficient	2%	Proficient	5%
Advanced	0%	Advanced	0%
Proficient and Above	2%	Proficient and Above	5%
	Reading		Reading
	2002		2002
Below Basic	86%	Below Basic	68%
Basic	11%	Basic	24%
Proficient	2%	Proficient	7%
Advanced	1%	Advanced	1%
Proficient and Above	3%	Proficient and Above	8%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

SHOWALTER JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

1100 W. 10th St., Chester, PA 19013

(610) 447-3650

- ✓ Principal: Dr. Jayne Gibbs
- ✓ Established in 2001
- ✓ Serving grades 5-8
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 417
- ✓ Instructional Staff: 56
- ✓ Student/Staff Ratio: 7.4/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—85%
 - Asian/Pacific—0%
 - Caucasian—0%
 - Hispanic—14%
 - Other—1%
- ✓ Program Participation
 - ESL—0%
 - Special Education—15%
 - Free/Reduced Lunch—83%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 84%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Showalter									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
5	9	19	10	19	15	-4	8	17	9
6	15	16	1	14	25	11	9	17	8
7	9	12	3	13	29	16	11	21	10
8	14	32	18	14	42	28	18	45	27

Showalter			
Pennsylvania System of School Assessment (PSSA)			
Grade 5		Grade 8	
	Math		Math
	2002		2002
Below Basic	65%	Below Basic	71%
Basic	30%	Basic	19%
Proficient	5%	Proficient	11%
Advanced	0%	Advanced	0%
Proficient and Above	5%	Proficient and Above	11%
	Reading		Reading
	2002		2002
Below Basic	85%	Below Basic	23%
Basic	10%	Basic	20%
Proficient	5%	Proficient	49%
Advanced	0%	Advanced	8%
Proficient and Above	5%	Proficient and Above	57%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

SMEDLEY MIDDLE SCHOOL



SCHOOL PROFILE (2001–2002)

1701 Uplen St., Chester, PA 19013

(610) 447-3660

- ✓ Principal: Diane Brown
- ✓ Established in 2001
- ✓ Serving grades 6–8
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 475
- ✓ Instructional Staff: 54
- ✓ Student/Staff Ratio: 8.8/1

STUDENT PROFILE (2001–2002)

✓ Ethnicity:

- African American—91%
- Asian/Pacific—0%
- Caucasian—2%
- Hispanic—6%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—20%
- Free/Reduced Lunch—69%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001–2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Smedley Jr.									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
6	20	19	-1	20	14	-6	14	19	5
7	19	21	2	19	16	-3	18	23	5
8	18	14	-4	15	13	-2	20	21	1

Smedley	
Pennsylvania System of School Assessment (PSSA)	
Grade 8	
	Math
	2002
Below Basic	86%
Basic	13%
Proficient	1%
Advanced	1%
Proficient and Above	2%
	Reading
	2002
Below Basic	56%
Basic	33%
Proficient	9%
Advanced	2%
Proficient and Above	11%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.



STETSER ELEMENTARY SCHOOL

PENNSYLVANIA

SCHOOL PROFILE (2001-2002)

808 E. 17th St., Chester, PA 19013

(610) 447-3795

- ✓ Principal: Janet Russello
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 269
- ✓ Instructional Staff: 31
- ✓ Student/Staff Ratio: 5.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—93%
- Asian/Pacific—0%
- Caucasian—3%
- Hispanic—4%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—19%
- Free/Reduced Lunch—87%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 65%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Stetser									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	26	25	-1	37	24	-13	23	13	-10
3	20	24	4	16	15	-1	23	23	0
4	20	22	2	16	23	7	20	32	12
5	20	18	-2	20	22	2	17	26	9

Stetser	
Pennsylvania System of School Assessment (PSSA)	
Grade 5	
	Math
	2002
Below Basic	79%
Basic	20%
Proficient	2%
Advanced	0%
Proficient and Above	2%
	Reading
	2002
Below Basic	57%
Basic	27%
Proficient	16%
Advanced	0%
Proficient and Above	16%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

THE RENAISSANCE ACADEMY-EDISON CHARTER SCHOOL

SCHOOL PROFILE (2001-2002)

1500 Township Line Rd., Phoenixville, PA
19460; (610) 983-4080

- ✓ Principal: Angie Padrnos
- ✓ Established in 2000
- ✓ Serving grades K-9
- ✓ Type of Partnership: District Charter
- ✓ Enrollment: 716
- ✓ Instructional Staff: 56
- ✓ Student/Staff Ratio: 12.8/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 - African American—25%
 - Asian/Pacific—1%
 - Caucasian—67%
 - Hispanic—1%
 - Other—6%
- ✓ Program Participation
 - ESL—0%
 - Special Education—12%
 - Free/Reduced Lunch—21%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 92%

State Gain: 0.1% District Gain: -5.6%

Pennsylvania System of School Assessment (PSSA) Renaissance							
Grade 5				Grade 8			
	Math		Gain 1 Year		Math		Gain 1 Year
	2001	2002			2001	2002	
Below Basic	31%	26%		Below Basic	32%	32%	
Basic	34%	29%		Basic	28%	22%	
Proficient	21%	26%		Proficient	20%	29%	
Advanced	14%	19%		Advanced	20%	17%	
Proficient and Above	35%	45%	10%	Proficient and Above	40%	46%	6%
	Reading		Gain 1 Year		Reading		Gain 1 Year
	2001	2002			2001	2002	
Below Basic	25%	20%		Below Basic	39%	24%	
Basic	20%	31%		Basic	26%	17%	
Proficient	39%	42%		Proficient	13%	39%	
Advanced	17%	7%		Advanced	22%	20%	
Proficient and Above	56%	49%	-7%	Proficient and Above	35%	59%	24%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WETHERILL ELEMENTARY

SCHOOL PROFILE (2001-2002)

319 E. 24th St., Chester, PA 19013

(610) 447-3790

- ✓ Principal: Paul Loper
- ✓ Established in 2001
- ✓ Serving grades K-4
- ✓ Type of Partnership: State Contract
- ✓ Enrollment: 335
- ✓ Instructional Staff: 31
- ✓ Student/Staff Ratio: 10.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—91%
- Asian/Pacific—0%
- Caucasian—5%
- Hispanic—4%
- Other—0%

✓ Program Participation

- ESL—0%
- Special Education—7%
- Free/Reduced Lunch—69%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 68%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- Wetherill									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	29	24	-5	30	34	4	15	22	7
3	34	33	-1	22	33	11	27	30	3
4	34	40	6	29	49	20	26	51	25

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

WILLIAM PENN ELEMENTARY

SCHOOL PROFILE (2001-2002)

2800 Township Line Rd., Chester, PA 19013

(610) 447-3695

✓ Principal: Kevin Parson

✓ Established in 2001

✓ Serving grades K-4

✓ Type of Partnership: State Contract

✓ Enrollment: 469

✓ Instructional Staff: 53

✓ Student/Staff Ratio: 8.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—95%

• Asian/Pacific—0%

• Caucasian—2%

• Hispanic—3%

• Other—0%

✓ Program Participation

• ESL—2%

• Special Education—9%

• Free/Reduced Lunch—80%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 51%

State Gain: n/a District Gain: n/a

Stanford Achievement Test (SAT9)- William Penn									
National Percentile Rank of Mean NCE									
Grade	Reading		Gain	Mathematics		Gain	Language		Gain
	Fall 01	Spring 02		Fall 01	Spring 02		Fall 01	Spring 02	
2	13	8	-5	17	12	-5	12	10	-2
3	15	11	-4	18	14	-4	18	15	-3
4	17	14	-3	15	15	0	14	20	6

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-BLAIR ACADEMY

SCHOOL PROFILE (2001-2002)

7720 Gaylen Dr., Dallas, TX 75217

(214) 309-3566

- ✓ Principal: Cyndi Harrison
- ✓ Established in 2000
- ✓ Serving grades PreK-6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 796
- ✓ Instructional Staff: 46
- ✓ Student/Staff Ratio: 17.3/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—46%
- Asian/Pacific—0%
- Caucasian—3%
- Hispanic—51%
- Other—0%

✓ Program Participation

- ESL—36%
- Special Education—6%
- Free/Reduced Lunch—98%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 89%

State Gain: 1.8% District Gain: 5.6%

Source: <http://www.tea.state.tx.us/student/assessment/reporting/results/swresults/campdist/index.html>

Texas Assessment of Academic Skills (TAAS)- Blair							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	58.2%	43.5%	58.8%	n/a	15%	n/a	1%
4	58.0%	66.7%	70.8%	27%	4%	n/a	13%
5	63.8%	57.4%	76.3%	10%	19%	18%	13%
6	72.6%	67.9%	83.1%	26%	15%	25%	11%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	25.6%	43.7%	52.5%	n/a	9%	n/a	27%
4	57.1%	58.4%	72.7%	29%	14%	n/a	16%
5	72.5%	63.9%	89.3%	31%	25%	64%	17%
6	74.0%	80.5%	86.4%	23%	6%	29%	12%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	73.9%	82.4%	51.3%	n/a	-31%	n/a	-23%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*pre-Edison

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-HENDERSON ACADEMY

SCHOOL PROFILE (2001-2002)

2200 S. Edgefield St., Dallas, TX 75224

(937) 262-4081

- ✓ Principal: Marcos Perez
- ✓ Established in 2000
- ✓ Serving grades PreK-6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 978
- ✓ Instructional Staff: 72
- ✓ Student/Staff Ratio: 13.6/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—14%
- Asian/Pacific—0%
- Caucasian—2%
- Hispanic—84%
- Other—0%

✓ Program Participation

- ESL—34%
- Special Education—6%
- Free/Reduced Lunch—82%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 88%

State Gain: 1.8% District Gain: 5.6%

Texas Assessment of Academic Skills (TAAS)- Henderson							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	68.9%	51.2%	53.6%	n/a	2%	n/a	-15%
4	53.2%	51.1%	64.6%	13%	14%	n/a	11%
5	56.5%	67.3%	79.3%	28%	12%	10%	23%
6	67.8%	69.1%	80.6%	13%	12%	27%	13%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	65.3%	30.6%	44.8%	n/a	14%	n/a	-21%
4	40.5%	57.0%	66.0%	35%	9%	n/a	26%
5	62.5%	70.8%	83.1%	26%	12%	18%	21%
6	79.8%	77.2%	84.4%	14%	7%	44%	5%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	51.9%	43.2%	73.7%	n/a	31%	n/a	22%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
*pre-Edison							

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

EDISON-HERNANDEZ ACADEMY

SCHOOL PROFILE (2001-2002)

- 5555 Maple Ave., Dallas, TX 75235
 (214) 631-4564
 ✓ Principal: Deborah Hodridge
 ✓ Established in 2000
 ✓ Serving grades PreK-6
 ✓ Type of Partnership: District Contract
 ✓ Enrollment: 721
 ✓ Instructional Staff: 68
 ✓ Student/Staff Ratio: 10.6/1

STUDENT PROFILE (2001-2002)

- ✓ Ethnicity:
 • African American—20%
 • Asian/Pacific—9%
 • Caucasian—1%
 • Hispanic—70%
 • Other—0%
 ✓ Program Participation
 • ESL—31%
 • Special Education—2%
 • Free/Reduced Lunch—87%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 86%

State Gain: 1.8% District Gain: 5.6%

Source: <http://www.tea.state.tx.us/studentassessment/reporting/results/jwresults/camp02/index.html>

Texas Assessment of Academic Skills (TAAS)- Hernandez							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	55.4%	65.6%	42.4%	n/a	-23%	n/a	-13%
4	71.0%	73.8%	52.9%	-13%	-21%	n/a	-18%
5	62.1%	73.2%	61.2%	-13%	-12%	6%	-1%
6	62.1%	65.5%	72.0%	-1%	6%	1%	10%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	41.5%	52.3%	47.7%	n/a	-5%	n/a	6%
4	66.0%	77.3%	58.8%	6%	-19%	n/a	-7%
5	66.1%	85.7%	73.5%	-4%	-12%	32%	7%
6	72.4%	83.6%	90.8%	5%	7%	25%	18%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	64.2%	73.0%	49.2%	n/a	-24%	n/a	-15%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
*pre-Edison							

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EDISON-MAPLE LAWN ACADEMY

SCHOOL PROFILE (2001-2002)

3120 Inwood Rd., Dallas, TX 75235

(214) 358-0471

✓ Principal: Juanita Nix

✓ Established in 2000

✓ Serving grades PreK-6

✓ Type of Partnership: District Contract

✓ Enrollment: 940

✓ Instructional Staff: 59

✓ Student/Staff Ratio: 15.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—5%

• Asian/Pacific—1%

• Caucasian—2%

• Hispanic—92%

• Other—0%

✓ Program Participation

• ESL—42%

• Special Education—4%

• Free/Reduced Lunch—99%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 90%

State Gain: 1.8% District Gain: 5.6%

Texas Assessment of Academic Skills (TAAS)- Maple Lawn							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	61.5%	61.7%	56.1%	n/a	-6%	n/a	-5%
4	63.6%	65.6%	73.2%	12%	8%	n/a	10%
5	48.7%	62.3%	71.7%	6%	9%	10%	23%
6	59.1%	66.2%	77.5%	15%	11%	14%	18%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	53.3%	53.8%	56.6%	n/a	3%	n/a	3%
4	61.5%	69.1%	72.8%	19%	4%	n/a	11%
5	55.8%	79.7%	88.3%	19%	9%	35%	33%
6	69.1%	73.0%	87.7%	8%	15%	26%	19%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	44.7%	71.1%	68.8%	n/a	-2%	n/a	24%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*pre-Edison

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EDISON-MEDRANO ACADEMY

SCHOOL PROFILE (2001-2002)

2221 Lucas Dr., Dallas, TX 75219

(214) 219-4759

✓ Principal: Ricardo Weir

✓ Established in 2000

✓ Serving grades PreK-6

✓ Type of Partnership: District Contract

✓ Enrollment: 815

✓ Instructional Staff: 84

✓ Student/Staff Ratio: 9.7/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—8%

• Asian/Pacific—12%

• Caucasian—2%

• Hispanic—77%

• Other—1%

✓ Program Participation

• ESL—31%

• Special Education—7%

• Free/Reduced Lunch—96%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 97%

State Gain: 3.2% District Gain: 6.9%

Texas Assessment of Academic Skills (TAAS)- Medrano							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	54.5%	56.8%	52.6%	n/a	-4%	n/a	-2%
4	n/a	70.4%	76.9%	20%	7%	n/a	n/a
5	46.7%	62.5%	77.1%	7%	15%	23%	30%
6	34.1%	62.0%	70.8%	8%	9%	n/a	37%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	39.4%	52.2%	67.4%	n/a	15%	n/a	28%
4	n/a	65.7%	85.9%	34%	20%	n/a	n/a
5	61.3%	71.9%	87.0%	21%	15%	48%	26%
6	45.8%	78.4%	87.5%	16%	9%	n/a	42%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	0.0%	72.5%	72.5%	n/a	0%	n/a	73%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*pre-Edison

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EDISON-RUNYON ACADEMY

SCHOOL PROFILE (2001-2002)

10750 Cradlerock, Dallas, TX 75217

(972) 749-6100

- ✓ Principal: Marco Hinojosa
- ✓ Established in 2000
- ✓ Serving grades PreK-6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,054
- ✓ Instructional Staff: 81
- ✓ Student/Staff Ratio: 13/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—40%
- Asian/Pacific—0%
- Caucasian—2%
- Hispanic—58%
- Other—0%

✓ Program Participation

- ESL—8%
- Special Education—7%
- Free/Reduced Lunch—84%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 87%

State Gain: 1.8% District Gain: 5.6%

Texas Assessment of Academic Skills (TAAS)- Runyon							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	57.1%	60.2%	55.6%	n/a	-5%	n/a	-1%
4	54.2%	63.5%	67.6%	7%	4%	n/a	13%
5	60.4%	59.6%	80.4%	17%	21%	23%	20%
6	66.7%	63.7%	77.8%	18%	14%	24%	11%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	43.2%	55.3%	52.6%	n/a	-3%	n/a	9%
4	49.0%	62.3%	72.7%	17%	10%	n/a	24%
5	66.0%	68.0%	89.8%	28%	22%	47%	24%
6	71.8%	82.4%	83.8%	16%	1%	35%	12%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	66.3%	64.7%	78.3%	n/a	14%	n/a	12%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
*pre-Edison							

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EDISON-TITCHE ACADEMY

SCHOOL PROFILE (2001-2002)

9560 Highfield Dr., Dallas, TX 75227

(214) 388-1178

- ✓ Principal: Helen Hargis
- ✓ Established in 2000
- ✓ Serving grades PreK-6
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 1,329
- ✓ Instructional Staff: 90
- ✓ Student/Staff Ratio: 14.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—55%
- Asian/Pacific—1%
- Caucasian—1%
- Hispanic—41%
- Other—0%

✓ Program Participation

- ESL—13%
- Special Education—6%
- Free/Reduced Lunch—85%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 83%

State Gain: 1.8% District Gain: 5.6%

Texas Assessment of Academic Skills (TAAS)- Titche							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	62.0%	51.0%	62.7%	n/a	12%	n/a	1%
4	59.2%	43.7%	66.2%	15%	23%	n/a	7%
5	57.4%	57.9%	62.2%	19%	4%	0%	5%
6	71.6%	67.9%	73.4%	16%	5%	14%	2%
Grade	Mathematics			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	54.0%	31.4%	61.3%	n/a	30%	n/a	7%
4	58.4%	28.1%	69.9%	39%	42%	n/a	12%
5	64.4%	63.3%	77.7%	50%	14%	24%	13%
6	77.6%	73.1%	86.4%	23%	13%	28%	9%
Grade	Writing			Gain			
	2000*	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	72.4%	50.7%	75.7%	n/a	25%	n/a	3%
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
*pre-Edison							

Source: http://www.tea.state.tx.us/student_assessment/reporting/results/srresults/campdist/index.html

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ELM CREEK ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

11535 Pearsall Rd., Atascosa, TX 78002

(210) 622-8900

✓ Principal: Evelyn Kompier

✓ Established in 1997

✓ Serving grades K-5

✓ Type of Partnership: District Contract

✓ Enrollment: 530

✓ Instructional Staff: 46

✓ Student/Staff Ratio: 11.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

• African American—0%

• Asian/Pacific—0%

• Caucasian—26%

• Hispanic—74%

• Other—0%

✓ Program Participation

• ESL—0%

• Special Education—10%

• Free/Reduced Lunch—66%

Achievement Since School Opened: Negative

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): n/a

State Gain: n/a District Gain: n/a

Texas Assessment of Academic Skills (TAAS)- Elm Creek									
Percentage of Students Met Minimum Expectations (1998-2002)									
Grade	Reading					Gain			
	Spring 98	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 98-02
3	67.1%	83.5%	71.6%	80.0%	62.2%	n/a	-18%	n/a	-5%
4	79.8%	76.8%	91.1%	85.9%	78.2%	-2%	-8%	n/a	-2%
5	89.7%	83.8%	82.3%	91.2%	89.1%	3%	-2%	18%	-1%
Grade	Mathematics					Gain			
	Spring 98	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 98-02
3	58.5%	66.0%	67.1%	76.5%	69.2%	n/a	-7%	n/a	11%
4	84.3%	77.4%	86.7%	83.8%	80.0%	4%	-4%	n/a	-4%
5	89.9%	83.5%	95.0%	96.6%	92.5%	9%	-4%	25%	3%
Grade	Writing					Gain			
	Spring 98	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 98-02
4	84.1%	89.7%	89.9%	85.1%	78.2%	n/a	-7%	n/a	-6%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

KRIEWALD ROAD ELEMENTARY SCHOOL

SCHOOL PROFILE (2001-2002)

10355 Kriewald Rd., San Antonio, TX 78245

(210) 675-1412

- ✓ Principal: Patty Escobedo
- ✓ Established in 1998
- ✓ Serving grades K-5
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 345
- ✓ Instructional Staff: 51
- ✓ Student/Staff Ratio: 6.8/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—12%
- Asian/Pacific—0%
- Caucasian—17%
- Hispanic—70%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—12%
- Free/Reduced Lunch—60%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 95%

State Gain: n/a District Gain: n/a

Source: <http://www.tea.state.tx.us/student/assessment/reporting/results/srresults/camp02/index.html>

Texas Assessment of Academic Skills (TAAS)- Kriewald								
Percentage of Students Met Minimum Expectations (1998-2002)								
Grade	Reading				Gain			
	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 99-02
3	94.6%	86.2%	89.5%	88.5%	n/a	-1%	n/a	-6%
4	90.7%	98.3%	89.5%	96.5%	7%	7%	n/a	6%
5	84.4%	92.6%	92.5%	100.0%	11%	8%	14%	16%
Grade	Mathematics				Gain			
	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 99-02
3	89.7%	86.6%	91.4%	94.2%	n/a	3%	n/a	4%
4	84.2%	95.1%	100.0%	93.2%	2%	-7%	n/a	9%
5	86.7%	96.3%	98.1%	98.0%	-2%	0%	11%	11%
Grade	Writing				Gain			
	Spring 99	Spring00	Spring01	Spring 02	Same 01-02	Succ 01-02	Same 00-02	Succ 99-02
4	79.3%	94.8%	94.7%	91.2%	n/a	-3%	n/a	12%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

STEWART-EDISON JUNIOR ACADEMY

SCHOOL PROFILE (2001-2002)

2800 W. Shaw St., Tyler, TX 75701

(903) 891-6700

- ✓ Principal: Harold Wright
- ✓ Established in 1999
- ✓ Serving grades 6-8
- ✓ Type of Partnership: District Contract
- ✓ Enrollment: 575
- ✓ Instructional Staff: 52
- ✓ Student/Staff Ratio: 11.1/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—61%
- Asian/Pacific—0%
- Caucasian—21%
- Hispanic—18%
- Other—0%

✓ Program Participation

- ESL—2%
- Special Education—20%
- Free/Reduced Lunch—71%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 76%

State Gain: 2.0% District Gain: 2.9%

Texas Assessment of Academic Skills (TAAS)- Stewart							
Percentage of students Meeting Minimum Expectations (Spring 2000-2002)							
Grade	Reading			Gain			
	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
6	81.4%	82.6%	73.0%	n/a	-10%	n/a	-8%
7	85.1%	86.1%	90.1%	8%	4%	n/a	5%
8	86.0%	86.7%	92.2%	6%	6%	11%	6%
Grade	Mathematics			Gain			
	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
6	73.6%	83.3%	84.4%	n/a	1%	n/a	11%
7	78.6%	76.0%	83.4%	0%	7%	n/a	5%
8	75.6%	80.0%	75.0%	-1%	-5%	1%	-1%
Grade	Writing			Gain			
	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
8	76.2%	83.0%	78.7%	n/a	-4%	n/a	3%
Grade	Science			Gain			
	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
8	79.6%	85.3%	83.7%	n/a	-2%	n/a	4%
Grade	Social Studies			Gain			
	2000	2001	2002	Same 01-02	Succ 01-02	Same 00-02	Succ 00-02
8	52.6%	66.2%	58.9%	n/a	-7%	n/a	6%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

M.U.L. ACADEMY OF BUSINESS & ECONOMICS

SCHOOL PROFILE (2001-2002)

3814 W. North Ave., Milwaukee, WI 53210

(414) 871-5761

- ✓ Principal: David DeBerry
- ✓ Established in 2001
- ✓ Serving grades K-5
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 541
- ✓ Instructional Staff: 39
- ✓ Student/Staff Ratio: 13.9/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—97%
- Asian/Pacific—0%
- Caucasian—0%
- Hispanic—2%
- Other—1%

✓ Program Participation

- ESL—0%
- Special Education—12%
- Free/Reduced Lunch—70%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 74%

State Gain: n/a District Gain: n/a

Milwaukee Urban League- Terra Nova									
National Percentile of the Mean NCE (Fall 2001- Spring 2002)									
Grade	Reading			Language			Mathematics		
	Fall 01	Spring 02	Gain	Fall 01	Spring 02	Gain	Fall 01	Spring 02	Gain
2	15	21	5	13	18	5	13	19	6
3	18	25	7	18	27	9	16	22	6
4	16	20	4	16	22	6	15	23	8
5	21	25	4	21	21	0	19	21	2

Wisconsin Knowledge and Concepts Exam—MUL					
National Percentile Rank of Mean NCE (Spring 2002- Grade 4)					
	Reading	Language	Math	Science	Social Studies
NPR of Mean NCE	19	19	15	10	14
Level 1: Minimal Performance	44%	44%	46%	56%	58%
Level 2: Basic	25%	26%	25%	25%	23%
Level 3: Proficient	22%	16%	16%	14%	15%
Level 4: Advanced	1%	6%	0%	0%	1%
Level 3 and Above	23%	22%	16%	14%	16%

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

MILWAUKEE ACADEMY OF SCIENCE

SCHOOL PROFILE (2001-2002)

2000 W. Kilbourn St., Milwaukee, WI 53233

(414) 933-0320

- ✓ Principal: Dave Cattoi
- ✓ Established in 2000
- ✓ Serving grades PreK-7
- ✓ Type of Partnership: Independent Charter
- ✓ Enrollment: 818
- ✓ Instructional Staff: 86
- ✓ Student/Staff Ratio: 9.5/1

STUDENT PROFILE (2001-2002)

✓ Ethnicity:

- African American—86%
- Asian/Pacific—0%
- Caucasian—1%
- Hispanic—2%
- Other—11%

✓ Program Participation

- ESL—0%
- Special Education—9%
- Free/Reduced Lunch—81%

Achievement Since School Opened: Positive

Overall Parent Satisfaction 2001-2002 (Combined A & B Score): 69%

State Gain: 4.2% District Gain: 5.0%

Wisconsin Student Assessment System-Knowledge and Concepts Milwaukee Academy of Science									
4th Grade, National Percentile Rank of Mean NCE (Spring 2001- 02)									
	Reading			Language			Math		
	2001	2002	Gain	2001	2002	Gain	2001	2002	Gain
NPR of Mean NCE	29	28	-1	23	29	6	24	26	2
Level 1	31	37	6	34	28	-6	34	29	-5
Level 2	30	18	-12	38	39	1	41	50	9
Level 3	28	41	13	17	23	6	18	17	-1
Level 4	4	2	-2	4	7	3	1	4	3
Level 3 and Above	32	43	11	21	30	9	19	21	2
	Science			Social Studies					
	2001	2002	Gain	2001	2002	Gain			
NPR of Mean NCE	21	17	-4	30	19	-11			
Level 1	41	41	0	30	49	19			
Level 2	32	37	5	27	24	-3			
Level 3	20	18	-2	30	21	-9			
Level 4	3	2	-1	3	3	0			
Level 3 and Above	23	20	-3	33	24	-9			

Wisconsin Student Assessment System-Knowledge and Concepts--					
8th Grade, National Percentile Rank of Mean NCE (Spring 2001- 02)					
	Reading	Language	Math	Science	Social Studies
	2002	2002	2002	2002	2002
NPR of Mean NCE	29	23	22	19	27
Level 1	57	43	74	52	28
Level 2	11	31	19	20	28
Level 3	26	20	2	6	22
Level 4	0	0	2	2	4
Level 3 and Above	26	20	4	8	26

Due to rounding some gains and/or "proficient and above" numbers may not seemingly be reflective of the numbers you would obtain by adding and/or subtracting the numbers displayed in the chart.

APPENDIX A: REFINING AND DEFINING MEASURES

(1) General note on counting schools: Edison operated 136 schools during the 2001–2002 (133 excluding the Granville schools). These 136 schools are comprised of 112 sites (Edison's K–8 schools are organized into two schools—elementary schools and junior academies; although for assessment purposes most K–8 grades are measured by the same CRT/NRT exams, producing one set of scores, and counted as one site, respectively). Therefore, those 112 sites are the basis of this report's analyses.

(2) All of the gain scores cited throughout this report, unless otherwise stated, are annualized rates of gain. The “score” that represents an individual school in the subsequent analyses is a summative average across all subjects and tested grade levels. The scores are not weighted either by subject importance, grade levels tested, or number of students tested. The “score” for any individual school is calculated by averaging each individual long-term gain shown in the school profile pages, and then dividing by the number of intervals between testing periods.

For example, the annualized gain rate of Edison-Bethune Charter Academy (page 34) can be calculated by averaging the column labeled “Succ 00-02” (the successive cohort gain from the first year, 2000, to the last year, 2002) across all four displayed subject areas (Reading, Mathematics, Language, and Spelling) and across all grades (in this example, grades 2–6). The average gain is 5.9 national percentiles. Since it has been open 3 years—a period of two gain intervals—we divide 5.9 by 2 to get an annualized gain rate of 2.9 national percentiles.

As this report states, Edison focuses on the school as the smallest unit of analysis. As detailed in subsequent Appendices, when calculating system averages, because we use schools as the smallest unit, we do not take into account school enrollment, length of time under Edison management, or grade span configuration when averaging scores into systemwide summative figures.

(3) The school performance data displayed on the individual school profile pages represent the publicly available achievement data at all grades and in all subject areas on the school's primary means of accountability as of December 15, 2002 (data released or revised after this date will not be included). “Primary means of accountability” as defined by this report will in most cases be the state-mandated assessment(s), and not district-mandated assessments, with the exception of our schools in Wichita, Kansas, where the district assessment is Edison's primary measure of accountability. In some cases, a school will have two primary means of accountability—in this report, only our school in Chicago, Illinois, and our three schools in Baltimore, Maryland—as determined by their individual contracts and accountability plans. Chicago Public Schools mandate that all schools administer the Iowa Test of Basic Skills and focuses on the ITBS in their citywide accountability plan. The state, however, mandates the Illinois Standards Achievement Test. Both figures are reported and included in relevant analyses. Similarly, in Baltimore, our schools are held accountable to both the CTBS and the MSPAP.

Most of the publicly available data can be accessed via the websites of individual state departments of education and accountability. The websites from which the scores in this report were verified by RAND have been included on the individual school pages.

(4) Where accountability data was not publicly available, Edison provided RAND with the official score sheets released by the state or district to the school for their score verification process.

Examples of this occurred in all of our schools in Washington, D.C., the Chicago International Charter School—Longwood Campus, and the Thomas Edison Charter School in Wilmington, Delaware. At the time of the creation of this report, the District of Columbia did not publicly report the assessment scores for our schools. Official test publisher reports were provided instead. Secondly, the Chicago International Charter School Foundation manages several campuses and the state website posts only a consolidated score for the CICS Foundation. All relevant analyses were computed using figures for Longwood separated from the consolidated CICS figures. As for Thomas A. Edison Charter School, the state of Delaware allows multiple assessment sessions for their state-mandated reading assessments, including a summer session. The state officially posts only results from the initial testing session, and not subsequent testing sessions for reading. Score reports adjusted for summer testing have been included instead.

(5) Scores for our first-year elective norm-referenced assessments with fall-to-spring gains are not publicly available. However, official summary reports from the test publishers were provided for score verification to RAND. The schools with first-year elective assessments reported in this analysis are as follows: Charter School for Applied Technologies, Chester High School, Columbus Elementary School, Harriet Tubman Charter School, Main Street Edison Academy, Milwaukee Urban League Academy of Business and Economics, Pulaski Middle School, Showalter Middle School, Smedley Middle School, Stepping Stone Academy Charter School, Stetser Elementary School, The Riverhead Charter School, Wetherill Elementary School, and William Penn Elementary School.

(6) As stated, we do not routinely include scores from prior to Edison management unless we are contractually bound to compare to prior year scores, and where enrollment change can be documented as minimal. Schools with pre-Edison scores included are as follows: Edison-Hernandez Academy, Edison-Blair Academy, Edison-Henderson Academy, Edison-Maple Lawn Academy, Edison-Medrano Academy, Edison-Runyon Academy, Edison-Titche Academy, Furman-Templeton, Gilmor Elementary, and Montebello Elementary.

(7) Several schools under management during the 2001–2002 school year experienced dramatic enrollment changes due to expansion (Detroit Academy of Arts & Sciences) or notification of contraction of the Edison partnership (Edison-PPL in Minneapolis, Minnesota, and Swift Creek-Edison in Whitakers, North Carolina). All schools whose enrollment changes were over 15 percent from one year to the next due to expansion or contraction (and not via normal student mobility) were excluded from summary-level analysis, although their school profile pages indicate their performance.

(8) Several schools have no data to report. Meek-Milton Elementary is a K–2 school in Inkster, Michigan. Edison does not routinely administer norm-referenced assessments to primary schools, thus Meek-Milton has no data to report. LearnNow schools that were under Edison management after the Edison Schools-LearnNow merger have yet to be fully converted to the Edison School Design and were excluded from all summary-level analyses, with the exception of Harriet Tubman Charter School in Bronx, New York, which was converted to the Edison design last year and was the only LearnNow school that posted fall-to-spring baseline scores. The LearnNow schools excluded from all analyses were: Community Academy Public Charter School, Hope Community Academy Charter School, Mariana Bracetti Academy Charter School, Minnesota Institute of Technology, and Southeast Academy of Scholastic Excellence Public Charter School.

All three of Edison's schools in Trenton, New Jersey, do not have any scores reported. First, as of December 15, 2002, the state of New Jersey had not yet publicly released data for the 2001–2002 year. Second, Granville's contract with Edison ended early during the 2001–2002 school year, and Edison ceased to provide support for these schools. Their scores have been excluded from all relevant analyses. Similarly, both Edison schools in Mount Clemens, Michigan (Dr. Martin Luther King, Jr. and Mt. Clemens Junior/Senior Academy), have been excluded from all relevant analyses (although they are included in the count of schools considered positive/negative since opening) due to the effective end of their contract midway through the 2001–2002 school year.

Subsequent Appendices detail which schools were included in their particular analyses, along with any reasons for exclusions.

APPENDIX B: CONSISTENT GAINS

(1) All schools with measurable gains are included in this long-term gain analysis. Of the 112 sites listed in this report, only 18 were excluded from the summary analysis due to a lack of assessment scores for the 2001–2002 year. The sites excluded from analysis were as follows (with their reason for their exclusion in parentheses):

Ann Lynch Elementary School (baseline scores only)
Cahlan Elementary School (baseline scores only)
Charles I. West Middle School (baseline scores only)
Community Academy Public Charter School (baseline scores only)
Crestwood Elementary School (baseline scores only)
Detroit Academy of Arts and Sciences (Medbury campus) (baseline scores only)
Granville Charter High School (no data posted as of Dec. 15, 2002)
Granville Charter Middle School (no data posted as of Dec. 15, 2002)
Granville Charter School (no data posted as of Dec. 15, 2002)
Hope Community Academy Charter School (baseline scores only)
John S. Park Elementary School (baseline scores only)
Lincoln Elementary School (baseline scores only)
Mariana Bracetti Academy Charter School (baseline scores only)
Meek-Milton Primary Academy (no primary means of accountability)
Minnesota Institute of Technology (baseline scores only)
Rolling Acres Edison (baseline scores only)
Ronnow Elementary School (baseline scores only)
Southeast Academy of Scholastic Excellence Public Charter School (baseline scores only)

(2) The positive or negative rating included for every school listed in this analysis was an average of total gains from baseline score to most recent score across all grades and subject areas. Successive cohorts were used for every calculation. For our schools in Baltimore and Chicago that had two primary means of accountability, we defaulted to the schools' performance on the state assessment to calculate their positive rating (although all four schools would have received positive ratings had we used the district assessment as well).

(3) There were seven schools that were no longer under Edison management as of the 2001–2002 school year, and as the text states, each of these had an average total gain that was positive as of the ending of the Edison partnership. (The scores for non-renewed contracts are available in previous annual reports.) The schools are listed below with the years in which they were under management in parentheses.

Carver Heights Elementary (1998–2001): positive
Dillard Junior Academy (2000–2001): Baseline Data Only
Dillingham Intermediate (1996–2000): positive
McNair Junior Academy (1999–2001): positive
Mid-Michigan Public School Academy (1996–2001): positive
Scobee Junior Academy (1999–2001): positive
Timberview Junior Academy (1999–2001): positive
Washington Elementary School (1995–2000): positive

Three of the schools listed above (McNair Junior Academy, Scobee Junior Academy, and Timberview Junior Academy) were schools-within-schools whose scores were disaggregated from the larger school population. Their scores were provided to us by the schools themselves but could not be independently verified by RAND.

APPENDIX C: SUBSTANTIAL GAINS

(1) As explained in Appendix A, the gains reflected in Exhibits 5 and 6 are systemwide summative figures calculated by averaging the average annualized gains across all schools across all grades and subject areas. Regardless of school size or number of years under Edison management, all schools are treated equally as far as weighting is concerned.

(2) All schools are included in the systemwide summaries reflected in Exhibits 5 and 6, except for the ones noted below: (The reasons behind their exclusion are enclosed in parentheses.)

Ann Lynch Elementary School (baseline scores only)
 Cahlan Elementary School (baseline scores only)
 Charles I. West Middle School (baseline scores only)
 Community Academy Public Charter School (baseline scores only)
 Crestwood Elementary School (baseline scores only)
 Detroit Academy of Arts and Sciences (15%+ enrollment change due to expansion)
 Detroit Academy of Arts and Sciences—Medbury Campus (baseline scores only)
 Dr. Martin Luther King, Jr. Academy (early end to Edison partnership)
 Edison-Ingalls Partnership School (early end to Edison partnership)
 Edison-Isley Partnership School (early end to Edison partnership)
 Granville Charter High School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
 Granville Charter Middle School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
 Granville Charter School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
 Hope Community Academy Charter School (baseline scores only)
 John S. Park Elementary School (baseline scores only)
 Lincoln Elementary School (baseline scores only)
 Mariana Bracetti Academy Charter School (baseline scores only)
 Meek-Milton Primary Academy (no scores available)
 Minnesota Institute of Technology (baseline scores only)
 Mount Clemens Junior & Senior Academy (early end to Edison partnership)
 Rolling Acres Edison (baseline scores only)
 Ronnow Elementary School (baseline scores only)
 Southeast Academy of Scholastic Excellence Public Charter School (baseline scores only)
 Swift Creek-Edison Elementary School (15%+ enrollment change due to contraction)
 The Edison Project-PPL School (15%+ enrollment change due to contraction)

(3) Four schools appear twice in this analysis—once in the CRT averages, and once in the NRT averages due to their dual means of accountability as stated in Appendix A. These schools are Chicago International Charter School—Longwood Campus and Edison's three Baltimore schools (Gilmor, Templeton, and Montebello).

(4) In order to calculate the state and district averages in Exhibit 6, for every individual Edison school we compared district and state scores in the same timeframe and grade span as the Edison school. Thus, for a K–6 school in California opened from 2000–2002, we would examine the K–6 scores for the state and district from 2000–2002. Summative averages for the states and districts would be an average of their annualized average gains (and calculated in a means similar to how Edison's individual annualized gain rates are determined). This resulted in states contributing to the summative state averages in direct proportion to the number of Edison schools in that state. We believe this is consistent, however, with

our treatment of the school as the individual unit of analysis. It also creates a more directly comparable average since due to different grade configurations and startup years, no one figure for a state would have accurately compared to our individual schools' performance. Similar to Edison's reported averages, state and district averages are averages of long-term successive cohort gains. Not all Edison schools had a directly comparable district or state average (for instance, Inkster schools where the three Edison schools ARE the entire district have no relevant district comparison).

(5) In the case of Thomas A. Edison Charter School (which is its own district), we used an adjacent district as its comparison (Colonial).

(6) States often report multiple levels of performance ranging from "Below Basic" or "Failing" to "Advanced" or "Exceeding Standards." Where this multiple level of data reporting is available, Edison examined the reduction in the percentage of students in the lowest category (i.e. "Failing," "Below Basic," "Level 4," etc.) from the baseline year to the most recent year. We then divided the total difference by the number of gain intervals (i.e. $n-1$ intervals for every n years of scores), and calculated summative averages by averaging all of these annualized averages per individual school (again with each school weighing the same).

(7) Not all schools with criterion-referenced assessments as their primary means of accountability have state assessments that report the data in a manner that would allow for calculation of the change in percentage of students in the lowest category. Therefore, there are only 42 sites with CRT scores that are included in this analysis.

APPENDIX D: GAINS BY COMPARISON SCHOOLS

(1) To find comparable schools, Edison used data downloaded from the National Center for Education Statistics (NCES) for the 2000–2001 school year, which listed data for the districts (and all of the schools inside that district) where Edison schools are located. We then applied a blind sort that listed all schools within the district that fell within a $\pm 10\%$ band around the Edison school's Free and Reduced-Price Lunch (FRL) percentage AND that fell within a $\pm 10\%$ band around the Edison school's percentage of African-American and Hispanic students for the most recent year of data available from NCES. For example, if Edison school A had an FRL percentage of 60% and an African-American and Hispanic percentage of 70%, we considered a school in District A comparable if their FRL fell between 50–70% AND if their African-American and Hispanic percentage fell between 60–80%. Of the 66 schools included in this analysis, 75% of the 1,102 comparable schools fell within a $\pm 10\%$ bands of BOTH FRL and African-American and Hispanic percentages.

In order to increase the count and the number of comparison schools in the analysis (if there were no schools that fell within the $\pm 10\%$ of BOTH FRL and African-American and Hispanic percentages), we listed all schools that fell within a $\pm 10\%$ band of FRL only and whose minority percentage had a difference of less than 30% from the Edison school. In the example above, let's assume there were no schools in District A with both an FRL between 50–70% and an African-American and Hispanic percentage between 60–80%, but there was a school whose FRL fell between 50–70% and whose minority percentage was 55% (slightly out of the band)—this school would be included in the analysis.

Finally, if there were no schools that fell within the $\pm 10\%$ of BOTH FRL and African-American and Hispanic percentages, AND there were no schools that fell within a $\pm 10\%$ band of FRL only, then we listed all schools whose minority percentage was within a $\pm 10\%$ band AND whose FRL had a difference of less than 30% from the Edison school. Again, let's assume in the example above there were no schools in District A with an FRL between 50–70% and an African-American and Hispanic percentage between 60–80%, but there was a school whose minority percentage was between 60–80% and whose FRL was 45% (slightly out of the band)—this school would be included in the analysis.

(2) Only one school failed to register a comparable school match based on the above rules—Thomas Edison Charter School. Its comparable match was within the FRL range, but slightly above the 30 percent difference threshold. This comparable was included in the analysis.

(3) Illinois schools did not have FRL numbers listed. Their comparables were chosen primarily based on demographic matches within $\pm 10\%$ bands.

(4) Of the 112 sites listed in this report, only 66 schools were included in the comparable schools analysis. In some cases, the district or state did not provide data for comparable schools (i.e. Wichita schools). In other cases, our schools had only baseline accountability scores or no scores to report (i.e. Chester and Las Vegas schools). The schools excluded from the analysis are listed below with the reason for their exclusion listed in parentheses:

Ann Lynch Elementary School (baseline scores only)

Cahlan Elementary School (baseline scores only)

Charles I. West Middle School (baseline scores only)

Charter School for Applied Technologies (first-year elective scores only)

Chester High School (first-year elective scores only)

Chicago International Charter School (Individual district school scores not available as of Dec 15, 2002)
 Columbus Elementary School (first-year elective scores only)
 Community Academy Public Charter School (baseline scores only)
 Crestwood Elementary School (baseline scores only)
 Dayton View Academy (Individual district school scores not available as of Dec 15, 2002)
 Detroit Academy of Arts and Sciences (15%+ enrollment change due to expansion)
 Detroit Academy of Arts and Sciences (Medbury campus) (baseline scores only)
 Dodge-Edison Elementary School (Individual district school scores not available as of Dec 15, 2002)
 Dr. Martin Luther King, Jr. Academy (early end to Edison partnership)
 Edison-Friendship Collegiate Academy-Carter G. Woodson Campus (Individual district school scores not available as of Dec 15, 2002)
 Edison-Friendship Public Charter School-Blow Pierce Campus (Individual district school scores not available as of Dec 15, 2002)
 Edison-Friendship Public Charter School-Chamberlain Campus (Individual district school scores not available as of Dec 15, 2002)
 Edison-Friendship Public Charter School-Woodridge Campus (Individual district school scores not available as of Dec 15, 2002)
 Edison-Ingalls Partnership School (Individual district school scores not available as of Dec 15, 2002)
 Edison-Isley Partnership School (Individual district school scores not available as of Dec 15, 2002)
 Granville Charter High School (no scores available as of Dec 15, 2002/early end to Edison partnership)
 Granville Charter Middle School (no scores available as of Dec 15, 2002/early end to Edison partnership)
 Granville Charter School (no scores available as of Dec 15, 2002/early end to Edison partnership)
 Harriet Tubman Charter School (first-year elective scores only)
 Hope Community Academy Charter School (baseline scores only)
 Jefferson-Edison Elementary School (Individual district school scores not available as of Dec 15, 2002)
 John S. Park Elementary School (baseline scores only)
 Lincoln Elementary School (baseline scores only)
 Main Street Edison Academy (first-year elective scores only)
 Mariana Bracetti Academy Charter School (baseline scores only)
 Meek-Milton Primary Academy (no scores available)
 Milwaukee Urban League Academy of Business and Economics (first-year elective scores only)
 Minnesota Institute of Technology (baseline scores only)
 Mount Clemens Junior & Senior Academy (early end to Edison partnership)
 Pulaski Middle School (first-year elective scores only)
 Rolling Acres Edison (baseline scores only)
 Ronnow Elementary School (baseline scores only)
 Showalter Middle School (first-year elective scores only)
 Smedley Middle School (first-year elective scores only)
 Southeast Academy of Scholastic Excellence Public Charter School (baseline scores only)
 Stepping Stone Academy Charter School (first-year elective scores only)
 Stetser Elementary School (first-year elective scores only)
 Swift Creek-Edison Elementary School (15%+ enrollment change due to contraction)
 The Dayton Academy (Individual district school scores not available as of Dec 15, 2002)
 The Edison Project-PPL School (15%+ enrollment change due to contraction)
 The Riverhead Charter School (first-year elective scores only)
 Wetherill Elementary School (first-year elective scores only)
 William Penn Elementary School (first-year elective scores only)

(5) The reported regression estimate did not control for ethnicity or socioeconomic factors. However, we have run the fixed-effects model controlling for those factors, and both proved to be insignificant, and therefore have not been included in the final reported model. The weighting variable used in the Weighted Least Squares was an inverse of the cluster size.

6) We also estimated the effect of Edison using a Two Stage Ordinary Least Squares procedure. In stage one we regressed the annualized gain score for each school (Edison and non-Edison) on a full set of fixed effects dummy variables, one for each comparison cluster. This stage provided coefficients estimating the mean difference of each cluster from the average annual gain of the entire sample, and the standard errors of each cluster's fixed effect. In a second stage, we then regressed on the un-standardized residuals from the first stage a single dummy variable designating schools as Edison or non-Edison. The regression was estimated with WLS weighting each comparison school by the inverse of the number of schools in the cluster. This two stage approach yielded coefficient estimates for the effect of Edison schools that are identical to those obtained using a single WLS model, and reported in the body of this report. The only difference with the Two Stage model is a slight increase in the standard errors of the Edison effects. The two-stage error estimates of the effect of Edison are, for the CRT model, $s.e. = .345$, $t = 5.839$; and for the NRT model, $s.e. = .461$, $t = 6.122$. The estimates in each model remain significant at the .000 level. In addition, we ran several models to explore the effects of having repeated comparison schools for different Edison schools within the same district. This occurs to a significant degree in only a handful of districts, but does cause a violation of the basic regression assumption of independent errors. Alternative specifications, for example, allowing for single district-wide effects instead of unique school effects, did not alter the magnitude or significance of the estimated Edison effects.

7) For complete model estimates of the final WLS models included in the report and the Two-Stage estimates discussed above, contact Edison's Vice President of Assessment, Tung Le, at tle@edisonschools.com.

APPENDIX E: THE ACHIEVEMENT GAP

(1) The gain rates shown in Exhibit 10 are the average of the average annualized gain rates as detailed in prior appendices. Thus, gains were measured by averaging the long-term successive gain rates across all grades and subjects, with equal weight given to each individual school as the unit of analysis. State and district averages are calculated in a similar manner, and as expressed in prior appendices appear in proportional weight to the number of Edison schools located in that state/district.

(2) The schools included in this analysis are all Edison schools with African-American percentages over 90% as of the 2001–2002 academic year. The schools included in this analysis are listed below:

Baylor Woodson Elementary School
 Blanchette Middle School
 Charles R. Drew Charter School
 Chester High School
 Chicago International (ISAT)
 Chicago International (ITBS)
 Dayton View Academy
 Detroit-Edison Public School Academy
 Edison-Oakland Public School Academy
 Edison-Perdue Academy
 Flint Northwestern Community High School JA
 Flint Northwestern Community High School SA
 Friendship Edison—Carter G. Woodson
 Friendship Edison—Blow Pierce
 Friendship Edison—Chamberlain Campus
 Friendship Edison—Woodridge Campus
 Furman Templeton Elementary (CTBS)
 Furman Templeton Elementary (MSPAP)
 Garfield-Edison Partnership School
 Gilmor Elementary (CTBS)
 Gilmor Elementary (MSPAP)
 Harriet Tubman Charter School—Learn Now
 Inkster High School
 M.U.L. Academy of Business & Economics
 Martin Luther King, Jr.-Edison
 Milwaukee Academy of Science
 Montebello Elementary (CTBS)
 Montebello Elementary (MSPAP)
 New Covenant Charter School
 Pulaski Middle
 Riley-Edison
 Schomburg Charter School
 Smedley Middle School
 Stepping Stone Academy Charter School
 Stetser Elementary School
 The Dayton Academy
 Westport Edison Middle Academy
 Westport Edison Senior Academy
 Wetherill Elementary
 William Penn Elementary
 YMCA Service Learning Academy

As indicated, Edison's three Baltimore schools (Gilmor, Montebello, and Templeton) and its Chicago school are listed twice (once for NRT and once for CRT) because of their dual means of accountability as indicated elsewhere in this report.

Not all Edison schools had a directly comparable district and/or state average. Schools included in the analysis that did not have a comparable state and district are as follows (with the reasons for the lack of comparison in parentheses below):

Baylor Woodson Elementary School (the Inkster-Edison schools are the district, so there is no district comparison.)
Blanchette Middle School (the Inkster-Edison schools are the district, so there is no district comparison.)
Inkster High School (the Inkster-Edison schools are the district, so there is no district comparison.)
Friendship Edison—Carter G. Woodson Campus (No state or district data available as of Dec. 15, 2002)
Friendship Edison—Blow Pierce Campus (No state or district data available as of Dec. 15, 2002)
Friendship Edison—Chamberlain Campus (No state or district data available as of Dec. 15, 2002)
Friendship Edison—Woodridge Campus (No state or district data available as of Dec. 15, 2002)
Schomburg Charter School (No state or district data available as of Dec. 15, 2002)
Harriet Tubman Charter School (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Stepping Stone Academy (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
M.U.L. Academy of Business & Economics (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Chester High School (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Pulaski Middle School (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Smedley Middle School (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Wetherill Elementary (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Stetser Elementary School (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
William Penn Elementary (A first year school that was held accountable by Edison to an NRT that is not taken by the district or state. CRT results are baseline only.)
Chicago International (ITBS is the test of district accountability, but not the state, so there is no state comparison.)

(3) Schools with African-American percentages above 90% that were excluded from this analysis were excluded for similar reasons according to policy as indicated elsewhere in this report. The excluded schools are listed below with the reason for their exclusion in parentheses:

Edison-Ingalls Partnership School (early end to Edison partnership)
Edison-Isley Partnership School (early end to Edison partnership)
DAAS—Medbury Campus (baseline scores only)
Detroit Academy of Arts and Sciences (15%+ enrollment change due to expansion)
Meek-Milton Primary Academy (no scores available)
MIT Charter School (baseline scores only)
Granville Charter High School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
Granville Charter Middle School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
Granville Charter School (no scores available as of Dec. 15, 2002/early end to Edison partnership)
Cahlan Elementary (baseline scores only)
Lincoln Elementary (baseline scores only)
Mariana Bracetti Academy Charter School (baseline scores only)

APPENDIX F: NO CHILD LEFT BEHIND

(1) The schools used in this analysis consist of all Edison schools that were designated by their individual states as being on the "Needs Improvement" list as of the 2001–2002 year. The schools with that designation (controlled by individual states and not chosen by Edison) and included in this analysis are as follows:

Edison McNair Academy
 Edison-Bethune Charter Academy
 State King-Edison Academy
 Martin Luther King, Jr.-Edison
 Jefferson-Edison Elementary School
 Boston Renaissance Charter School
 Gilmore Elementary
 Furman Templeton Elementary
 Montebello Elementary
 Williams-Edison Partnership School
 Garfield-Edison Partnership School
 Washington-Edison Partnership School
 Wilson-Edison Partnership School
 Southwestern Edison Jr. Academy
 Baylor Woodson Elementary School
 Blanchette Middle School
 Edison-Titche Academy
 Edison-Medrano Academy
 Edison-Hernandez Academy
 Edison-Maple Lawn Academy
 Edison-Blair Academy
 Edison-Henderson Academy

Not all Edison schools had a directly comparable district and/or state average. Schools included in the analysis that did not have a comparable state and district are as follows (with the reasons for the lack of comparison in parentheses below):

Jefferson-Edison Elementary School (Primary means of accountability not mandated by state, so there is no state comparison.)
 Baylor Woodson Elementary School (the Inkster-Edison schools are the district, so there is no district comparison.)
 Blanchette Middle School (the Inkster-Edison schools are the district, so there is no district comparison.)

(2) The only schools which were designated "Needs Improvement" by their particular state and that were excluded from this analysis were schools where comparison data to either the state or district was not available. Those schools are listed below, with the reason for their exclusion in parentheses:

Dodge-Edison Elementary School (NCLB's designation is not the school's primary means of accountability)
 Dr. Martin Luther King Jr. Academy (early end to Edison partnership)

Mount Clemens JA (early end to Edison partnership)
 Detroit Academy of Arts and Sciences (15%+ enrollment change due to expansion)
 DAAS—Medbury Campus (baseline scores only)
 Granville Charter School (no scores available as of Dec. 15,2002/early end to Edison partnership)
 Granville Charter Middle School (no scores available as of Dec. 15,2002/early end to Edison partnership)
 Granville Charter High School (no scores available as of Dec. 15,2002/early end to Edison partnership)
 Ann Lynch Elementary (baseline scores only)
 Ronnow Elementary (baseline scores only)
 Columbus Elementary (baseline scores only)
 Main Street Elementary/Middle (baseline accountability scores only)
 Wetherill Elementary (baseline accountability scores only)
 William Penn Elementary (baseline accountability scores only)
 Stetser Elementary School (baseline accountability scores only)

(3) The gain rates shown in Exhibit 10 are the average of the average annualized gain rates as detailed in prior appendices. Thus, gains were measured by averaging the long-term successive gain rates across all grades and subjects, with equal weight given to each individual school as the unit of analysis. State and district averages are calculated in a similar manner, and as expressed in prior appendices appear in proportional weight to the number of Edison schools located in that state/district.



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Corporate Source: Edison Schools	Publication Date: 2003	

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